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ABSTRACT

This report describes a three-year project designed to: (1) examine the ways in which teacher evaluation portfolios and teaching portfolios overlap, (2) develop an innovative and practical teaching and evaluation portfolio protocol, and (3) disseminate the results to other postsecondary institutions. Ten faculty from Augsburg College (Minnesota) developed two portfolios: (1) a teaching portfolio to be used for faculty growth and development, and (2) an evaluation portfolio to be used for tenure and promotion decisions by the college. The project included collection of baseline data from all faculty regarding their attitudes about the process of "being evaluated," analysis of 10 faculty portfolios, participant involvement in portfolio-developing support groups, formal development of a portfolio preparation guidebook for tenure and promotion candidates, and workshops to evaluate and disseminate results. Evaluation revealed that the project was successful: the use of portfolios was established with little or no confusion and/or antagonism between faculty and administration, and faculty reported a greater sense of empowerment regarding their teaching evaluation. Extensive appendix material includes: introductions to the evaluation portfolio and the teaching portfolio; a final internal evaluation report; a recommended protocol for faculty evaluation; a classroom observation form for peer evaluation; a self-evaluation checklist; and a guide to starting a teaching portfolio. (WD)

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Faculty Portfolios for Assessment and Evaluation: How Are They Alike and How Are They Different?

Grantee Organization:

Augsburg College
2211 Riverside Avenue
Minneapolis, MN 55454

Grant Number:

P116B20172

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Project Director:

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FIPSE Program Officer: David M. Johnson

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	Year 3	14,716
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Project Title:

Faculty Portfolios for Assessment and Evaluation: How Are They Alike and How Are They Different?

Summary:

How can a comprehensive program of faculty development employing faculty portfolios also assist the individual faculty member to document their best case to administrative decision making bodies? In order to study this question, ten Augsburg College (Minneapolis, Minnesota) faculty developed and analyzed two types of portfolios: a teaching portfolio for purposes of growth and development in teaching and an evaluation portfolio for purposes of tenure and promotion decisions, used by the College's Committee on Promotion and Tenure. The key question examined in this project was to identify the processes and documentation that assists the disparate (and potentially contradictory) goals of the teaching portfolio and the evaluation portfolio.

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Executive Summary

Project Title: Faculty Portfolios for Assessment and Evaluation: How Are They Alike and How Are They Different?
Organization: Augsburg College, 2211 Riverside Avenue, Minneapolis, MN 55454
Project Director: Joseph A. Erickson, (612) 330-1647; erickson@augsburg.edu

A. Project Overview

This project attempted to answer the question: How can a comprehensive program of faculty development employing faculty portfolios also assist the individual faculty member to document their best case to administrative decision making bodies?

In order to study this, ten Augsburg faculty developed two types of portfolios: a teaching portfolio for purposes of growth and development in teaching and an evaluation portfolio for purposes of tenure and promotion decisions, used by the College's Committee on Promotion and Tenure. A faculty portfolio usually consists of a collection of documents such as exemplary lesson plans and other teaching materials, outstanding student work, publications, letters from peers, and other documents which reveal excellence in teaching, service, and research.

B. Purpose

The key question examined in this project was to identify the processes and documentation that assists the disparate (and potentially contradictory) goals of the teaching portfolio and the evaluation portfolio. Given the limited resources available to college and university faculty, are there ways to dove-tail development of both kinds of portfolios so as to minimize duplication? Also, can the faculty member be assisted in documenting their best case for tenure and promotion decisions in a way which promotes both good scholarship and wise decision making by the institution?

C. Background and Origins

Augsburg College is a private liberal arts college, located in Minneapolis, Minnesota. It enrolls over 3,000 students in weekday and weekend bachelor's programs and in two master's programs.

Augsburg College has had several recent FIPSE grants. One assisted in the development of our AUGMENT program in the Department of Mathematics, an innovative approach to calculus, and another assisted in the promotion of community service-learning in our curriculum.

This FIPSE project grew out of a natural progression of inquiry started at the college during the early 1990s. Several projects, funded by the then-Bush Endowment for Faculty Development, focused on developing better course evaluation techniques, more innovative teaching and learning methods, and on developing a more robust learning community.

D. Project Description

The project had three major objectives:

1. To examine the ways evaluation portfolios and teaching portfolios overlap in their development, orientation, practice and utility for:
   a. improving teaching practice,
   b. improving student learning,
   c. improving personnel decisions, and
   d. reducing faculty anxiety about the evaluation process.
2. To develop an innovative and practical teaching and evaluation portfolio protocol for Augsburg College.
3. To disseminate the results of our process to other post-secondary institutions at local, regional, and national conferences.

For the FIPSE project, ten faculty were invited to prepare portfolios (five developed teaching portfolios and five prepared evaluation portfolios). During the 1992 spring term classes taught by faculty developing portfolios, base line student data was collected, (demographic information about students, attitudes of students regarding learning and what helps them to learn). Student opinions were analyzed by instructors to assist them in identifying issues and teaching techniques which might impact student learning.

Base line data was also collected from all faculty regarding their attitudes about the process of "being evaluated." This data was used to track the internal affective components which may substantially hinder a faculty member's commitment to in-depth evaluation.

Later that school year, the ten faculty members (in their respective five person teams) analyzed their portfolios to determine which materials appeared most useful for improve teaching performance and also discussed which materials might be necessary for effective promotion and/or tenure decision-making.

By the end of the project's second year, over 30 faculty were involved in one or more portfolio-developing support groups. None but the first ten were financially supported by the FIPSE grant.

Starting during the latter half of the project's second year, FIPSE project participants were solicited for off-campus consultations regarding both teaching and evaluation portfolio

development. The coordination of this consultation/dissemination effort moved to the Center for Faculty Development during the summer of 1996.

The final year of the project focused on synthesizing and strengthening the accomplishments of the first two years. Several forums were organized at which faculty discussed what we had learned thus far and what our next steps could be. This series of guided forums led to the collection of a great deal of information and feedback. These discussions also led directly to the formal development of a portfolio preparation guidebook for candidates for tenure and promotion.

E. Evaluation/Project Results

The project has been successful in nearly every respect. The use of portfolios at Augsburg College has been established with little or no confusion and/or antagonism between faculty and administration. Faculty report a greater sense of empowerment regarding their teaching evaluation. The findings we have gained in this project are being regularly disseminated at local, regional and national forums.

The project struggled in some respects from an inability to clearly define how improving one's teaching actually improved student learning. It seems simple enough to document—if I improve my teaching, then students will learn more. While this statement has an intuitive appeal, it has been very difficult to document. Anecdotally, most professors reported greater clarity and confidence in their teaching, but this did not translate simply into higher GPAs or other measurable learning outcomes.

F. Summary and Conclusions

Overall, the project was a positive experience for the college. One aspect of the project which may have contributed to its success was the fact that we did not presume to tell anyone (participants, administration, the community) that we knew "the way." We promoted "a way" which we felt made some sense. Our message was, "if you want to learn about it, come aboard, but if you have another way that works for you, that's fine too." Our project was an attempt to discover a path, not mandate one. This non-directive strategy led ultimately to the empowerment of a relatively large core group of portfolio experts (by the end of summer 1996, six different faculty will have conducted half- or full-day workshops either on-campus or off-campus). In many ways the project participants ran this project, and in the long run, this led to the project's success.

Faculty Portfolios for Assessment and Evaluation
How are they alike and how are they different?

A. Project Overview

One of the most anxiety-provoking aspects of the professoriate is faculty evaluation. Traditionally, most faculty evaluation involves the collection of student opinion surveys and other standardized assessments which are then tied directly to administrative decision making processes, i.e., tenure, promotion, and merit pay decisions. Recently, the faculty portfolio has been promoted as an alternate method for professors to develop and document progress on professional development goals. A faculty portfolio usually consists of a collection of documents such as exemplary lesson plans and other teaching materials, outstanding student work, publications, letters from peers, and other documents which reveal excellence in teaching, service, and research.

This project attempted to answer the question: How can a comprehensive program of faculty development employing faculty portfolios also assist the individual faculty member to document their best case to administrative decision making bodies?

In order to study this, ten Augsburg faculty developed two types of portfolios: a teaching portfolio for purposes of growth and development in teaching and an evaluation portfolio for purposes of tenure and promotion decisions, used by the College's Committee on Promotion and Tenure. The contents of these portfolios was based, in part, on the work of

an *ad hoc* college faculty development subcommittee which selected and, in some cases, constructed instrumentation for evaluation of teacher performance.

The portfolios, and the process of developing them, was studied in order to identify the processes and documentation that assists the disparate (and potentially contradictory) goals of the teaching and evaluation portfolios. Supporting documents which describe the portfolio process were developed for both the teaching and personnel portfolios (see Appendices A & B) in order to assist in portfolio development and evaluation. Efforts to institutionalize our findings within the Augsburg community and to disseminate our results to other colleges and universities was the focus of the project's third year and beyond.

The internal evaluator of this project states, "important findings from the grant are clearly documented and well disseminated both on and off campus. In addition, grass-roots adoption of portfolios is well begun at Augsburg College" (Pike, 1996, see Appendix C).

B. Purpose

In response to the 1992 FIPSE solicitation of proposals that seek to develop faculty as teachers by recognizing and rewarding effective teaching through appointment, promotion, and compensation policies, the Augsburg College Center for Faculty Development submitted a proposal which focused on the use of portfolios in faculty assessment and personnel evaluation.

The key question examined in this project was to identify the processes and documentation that assists the disparate (and potentially contradictory) goals of the teaching

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portfolio and the evaluation portfolio. Given the limited resources available to college and university faculty, are there ways to dove-tail development of both kinds of portfolios so as to minimize duplication? Also, can the faculty member be assisted in documenting their best case for tenure and promotion decisions in a way which promotes both good scholarship and wise decision making by the institution?

C. Background and Origins

Augsburg College, founded in 1869, is a private liberal arts college, located in Minneapolis, Minnesota. It enrolls over 3,000 students in weekday and weekend bachelor's programs and in two master's programs. Augsburg is fully accredited by the North Central Association of Colleges and Secondary Schools. Augsburg students may choose from over 40 major areas of study in 22 departments. The College's motto, "Education for Service," stresses the "real world" focus of its curriculum.

On a compact inner-city campus, the community includes 1672 in day college, 1268 in weekend college, and 82 in graduate programs, and 288 faculty. Approximately 10% of our students are persons of color, as are 9% of our faculty. Augsburg has a commitment to recruit, retain, and graduate individuals with physical disabilities and learning disabilities who demonstrate the willingness and ability to participate in college-level learning. Augsburg is the only college in Minnesota to have such a program for students with learning and physical disabilities and provide a support program for those who enroll.

Augsburg College has had several recent FIPSE grants. One assisted in the

development of our AUGMENT program in the Department of Mathematics, an innovative approach to calculus, and another assisted in the promotion of community service-learning in our curriculum.

This FIPSE project grew out of a natural progression of inquiry started at the college during the early 1990s. Several projects, funded by the then-Bush Endowment for Faculty Development, focused on developing better course evaluation techniques, more innovative teaching and learning methods, and on developing a more robust learning community.

For example, an *ad hoc* sub-committee for faculty development at Augsburg College worked during the 1990-91 school year to select and construct instrumentation for evaluation of faculty performance at the college. A college-wide system of evaluation was planned in which formative as well as summative evaluation methods were used (see Appendix D.

Previously, summative, or end-of-course evaluation, was used most frequently. This strategy provided information that assisted faculty in planning for future renderings of the course. Future students may benefit, but students who provide the evaluation are not likely to be affected. Students regularly feel removed from their input at end-of-course evaluation, and have no knowledge of the effect of their feedback. Such a singular approach, in essence, communicates to students that their responses during the course may not be important, and discourages sharing of their responses with the professor during the course. The formative approach, however, provides repeated, regular opportunities during the course for student

feedback and faculty response to emerging student learning needs.

The FIPSE proposal by the Augsburg Center for Faculty Development to work in the area of teaching and learning improvement through portfolio development reflected a long-term commitment to these issues and a careful examination of the current literature, including many of the most popular proponents of portfolio use (e.g., Hutchings, Seldin, Annis, Shackelford, Ory et al.) as well as an especially keen interest in exploring new ways of looking at scholarship. In 1992, Boyer's *Scholarship Reconsidered* was purchased for each faculty member by the academic dean and this document served as the basis of a nearly two-year long process of self-examination and reflection. Through the facilitation of the academic dean and the leadership of the Center for Faculty Development, Augsburg has distinguished itself in the area of faculty development aimed at renewing and improving student learning outcomes.

The 1990-91 *ad hoc* sub-committee proposed that evaluation of faculty performance be minimally composed of three parts:

(1) student opinion data,

(2) peer evaluation data, and

(3) self-evaluation.

The sub-committee developed several forms which assisted in this process (see Appendices E, F, & G). These forms have been disseminated to and used by the faculty and have been the basis of other documents developed for this and other initiatives at the college,

including a more recent in-house course evaluation form being proposed by the Augsburg College Faculty Senate for the fall of 1996 (see Appendix H).

D. Project Description

The project had three major objectives:

1. To examine the ways evaluation portfolios and teaching portfolios overlap in their development, orientation, practice and utility for:

   a. improving teaching practice,
   b. improving student learning,
   c. improving personnel decisions, and
   d. reducing faculty anxiety about the evaluation process.

2. To develop an innovative and practical teaching and evaluation portfolio protocol for Augsburg College.

3. To disseminate the results of our process to other post-secondary institutions at local, regional, and national conferences.

During the first year of the grant, faculty were selected for inclusion in the project. Two groups of faculty were selected: one group to develop and examine teaching portfolios, and one group to develop and examine evaluation portfolios. For the teaching portfolio, five faculty who are within their first three years at the college were invited to prepare a teaching portfolio and five faculty who had been at the college for five or more years were be invited to develop evaluation portfolios.

During the 1992 spring term classes taught by faculty developing portfolios, base line student data was collected, (demographic information about students, attitudes of students

regarding learning and what helps them to learn). Student opinions were analyzed by instructors to assist them in identifying issues and teaching techniques which might impact student learning.

Base line data was also collected from all faculty regarding their attitudes about the process of "being evaluated." This data was used to track the internal affective components which may substantially hinder a faculty member's commitment to in-depth evaluation.

Later that school year, five faculty, working together, developed personal teaching portfolios. Together they analyzed the portfolios to determine which materials are useful to improve teaching performance. Another group of five faculty, working together, developed evaluation portfolios. They, too, met to discuss which materials might be most useful for promotion and/or tenure decision-making.

During the summer between the first and second years of the project, three faculty examined the developed teaching portfolios to identify criteria that could be used to evaluate teaching portfolios. Three other faculty examined the developed evaluation portfolios to identify criteria that could be used to evaluate personnel portfolios. Each of these teams developed a reflective analysis checklist (a draft of which had already been developed by the 1991-92 *ad hoc* committee) to be used as a guide sheet by faculty who will develop portfolios in the future.

The respective peer analysis checklists were further developed and edited by project director Joseph Erickson. These items can be found in Appendices A and B. The ten faculty

who developed teaching and personnel portfolios re-examined the contents of all portfolios, using the checklists to identify the documentation that overlaps the teaching portfolio and the personnel portfolio.

During the entire three years of the project, faculty were sent to national and regional conferences to learn more about portfolios and teaching improvement. Faculty who received financial support for their travel reported on their findings at Faculty Development sponsored "brown bag" lunch gatherings. See Appendix I for examples of the resources they gathered from one of these conferences.

During January 1993, a retreat was held at which all interested parties discussed possible agendas for on-going portfolio promotion at Augsburg. The group endorsed the use of portfolios for faculty at Augsburg College, however they expressed an interest in making portfolios a voluntary effort as much as possible. The consensus of this group was for the Center for Faculty Development to promote and assist teaching portfolio development for new faculty. The Tenure and Promotions committee (or their designates) was requested to develop guidance, perhaps in the form of a checklist or guidebook, for evaluation portfolio developers.

At the end of the project's first and second years, the ten participants submitted completed portfolios to the project director. These portfolios remain on file in the college's Center for Faculty Development as a resource for other portfolio-developing faculty. The best examples of both teaching and evaluation portfolios are also available at the reserve desk

in the college's library. The ten FIPSE financially-supported faculty were also required to submit brief reports of their activities and plans for future work in the area.

By the end of the project's second year, over 30 faculty were involved in one (or more) portfolio-developing support groups. None but the first ten were financially supported by the FIPSE grant. It was clear even at this point, that some naturally-developed campus norms had formed around the use of portfolios, especially for those seeking tenure and promotion. This movement even included a change in language. People quite spontaneously changed their designation for their tenure files from "file" to "portfolio." This change in language seemed to be impromptu and promoted additional interest and activity around the project.

The third year of the project focused on synthesizing and strengthening the accomplishments of the first two years. This led to several different activities:

Both the project director and internal evaluator engaged in activities to answer the following questions:

a. How are teaching and evaluation portfolios different and alike?

b. How and in what ways does portfolio-related activity impact student learning?

Several forums were organized at which faculty (FIPSE sponsored and non-FIPSE) discussed what we had learned thus far and what our next steps could be. This series of guided forums led to the collection of a great deal of information and feedback.

Discussions were conducted amongst FIPSE project participants and with others on campus (most specifically the Faculty Senate and Tenure Committee) to discern what efforts

would be fruitful for dissemination of our learning and institutionalization of policies and procedures enlightened by what we've learned. These discussions led directly to the formal development of the document "Guidelines for Preparation of Evaluation Portfolios to Candidates for Tenure, Promotion, and Third-Year Review" (see Appendix J).

Another result of these discussions was an effort to coordinate the dissemination of our findings. Starting during the latter half of the project's second year, FIPSE project participants (the project director and others) were solicited for off-campus consultations regarding both teaching and evaluation portfolio development. To date, ten such consultations have either taken place or are planned (see the internal evaluator's report, Appendix C, for a list including eight of them). The coordination of this consultation/dissemination effort moved to the Center for Faculty Development during the summer of 1996.

E. Evaluation/Project Results

The project has been successful in nearly every respect. The use of portfolios at Augsburg College has been established with little or no confusion and/or antagonism between faculty and administration. Faculty report a greater sense of empowerment regarding their teaching evaluation. The findings we have gained in this project are being regularly disseminated at local, regional and national forums.

There remains some unfinished business: the Faculty Senate may want to review the document "Guidelines for Preparation of Evaluation Portfolios to Candidates for Tenure,

Promotion, and Third-Year Review" for possible inclusion in the Faculty Handbook. Based on our findings from the January 1993 retreat, this may not be an altogether positive development. We may want to keep portfolio development a purely voluntary matter, but the structure and clarity it has contributed to the evaluation process may need to be mandated at some future date. The college has not agreed an a definite mechanism for promoting (and possibly rewarding) the use of the teaching portfolio. One suggestion revolved around giving teaching credit for the annual development of a teaching portfolio containing some suggested collection of materials. While this would probably increase the development of teaching portfolios, the essentially personal nature of the teaching portfolio would probably be violated by such a process (it would become in effect, a quasi-evaluation portfolio).

The project also struggled in some respects from an inability to clearly define how improving one's teaching actually improved student learning. It seems simple enough to document—if I improve my teaching, then students will learn more. While this statement has an intuitive appeal, it has been very difficult to document. Several rounds of guided discussions during both the project's second and third years examined this question, but no effective means for documenting positive student learning outcomes was discovered. No instructor found consistent evidence of higher GPA pre or post portfolio development. Anecdotally, most professors reported greater clarity and confidence in their teaching, but this did not translate simply into higher GPAs or other measurable learning outcomes.

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F. Summary and Conclusions

Overall, the project has been a positive experience for a great number of faculty. I think it was a good use of the resources allocated to it. I believe one aspect of the project which may have contributed to its success was the fact that we did not presume to tell anyone (participants, administration, the community) that we knew "the way." We promoted "a way" which we felt made some sense. Our message was, "if you want to learn about it, come aboard, but if you have another way that works for you, that's fine too." This led to some initial confusion and wandering at the beginning of the project. I'm sure many of the original ten participants were frustrated with me when I was unable to tell them exactly what to do next. It's not because I was being coy—I really didn't know! Our project was an attempt to discover a path, not mandate one. This non-directive strategy led ultimately to the empowerment of a relatively large core group of portfolio experts (by the end of the summer, six different faculty will have conducted half- or full-day workshops either on-campus or off-campus—see Appendix K for an example of the documents they hand out). In many ways the project participants ran this project, and I think in the long run, this led to the project's success.

G. Appendices (follows)

AN INTRODUCTION TO THE EVALUATION PORTFOLIO

(Audience: Current candidates for tenure, promotion and leaves, others preparing for this process, and members of decision-making committees—i.e., Personnel Policies and TPL Cmtes.)

The evaluation portfolio is meant to enable decision-makers to assess the contributions made to Augsburg College, the faculty member's profession, and the larger scholarly community by a particular faculty member. Decision-makers use this information to determine the fit of the candidate to the needs of the college at any particular time.

An effective evaluation portfolio demonstrates the candidate's professional competence and fit with the institution. A well-documented portfolio does not guarantee a successful administrative decision, but rather helps the candidate demonstrate their best case with respect to a given set of institutionally-based criteria.

The starting point for the contents of an evaluation portfolio should be the criteria for the job, the tenure decision, the promotion, the leave application, etc. A thorough review of the criteria listed in the *Faculty Handbook,* memos from decision-making persons or committees, and official information from authorized representatives of these decision-making bodies are crucial resources for the evaluation portfolio developer. It is important for candidates to recognize all relevant factors making up a given decision at a particular point in time and tailor their comments to the goals of the institution and its decision-making process.

The categories and definitions of this list have been developed from the perspective of decisions regarding promotion, tenure, or evaluation of faculty performance, and not necessarily improvement of any of the factors making up the portfolio. As such, the evaluation portfolio is a summative, rather than a formative evaluation tool.

The six principal categories defined below are seen as essential elements of an evaluation portfolio. Within each primary category some suggestions are made with respect to content and quality. Not all sub-elements are seen as required—rather, many reflect components which are thought to contribute to a strong, effective portfolio. Also, many sub-elements contain illustrations of interesting innovations and variations for reflecting on one's contribution to the college and one's field.

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CONTENT GUIDE FOR THE EVALUATION PORTFOLIO

I. TABLE OF CONTENTS

Identification of the organizational structure of the document in order to facilitate reading of the document.

II. PREFACE

A statement of one's individual purpose or rationale for the focus of this portfolio should be included, since the focus of an evaluation portfolio will change depending on the nature of the decision being made. It is important to reflect on one's goals and make these criteria apparent to the evaluators.

III. EDUCATIONAL/PROFESSIONAL PHILOSOPHY

A statement of the faculty member's perspective on teaching, scholarship, service, and professional development. This may include statements on such things as the purpose of higher education or education in general, teaching philosophy of the candidate (e.g., Paideia-oriented, Freirian, etc.), goals of the college, activities in service to the mission of the college outside the classroom, reflections on student advising, personal orientation to advising, perspectives on scholarly activities, and/or progress on one's other professional goals.

IV. AREAS OF FOCUS FOR THE EVALUATION PORTFOLIO

The faculty member should include all areas listed below in at least one way. Each faculty member's evaluation portfolio may (and most likely will) vary as each faculty member focuses on their unique skills and accomplishments. It is very important to orient the portfolio's focus around those criteria the college has designated as critical for the ~~decision~~ position ? the candidate is seeking.

A. Teaching Competence

This portion should include a reflection of the individual's thoughts regarding course design and construction both prior to teaching the course(s) and after the course(s) has(have) been completed.

1. **Courses Taught** A list of courses taught within the department/college to inform the reader of the portfolio about pertinent background information. Comments on courses in annotation format might include: new course for department, course not taught by faculty member before, general education requirement, skill component involved, major requirements, class size.

2. **Syllabus Planning** Include a series of syllabi as they have changed for course(s) with reflection/explanation. If a course is taught by many faculty within the same department, discuss how the candidate has personally contributed to the on-going development of the course.

3. **Teaching Objectives** Commentary and reflection included on selection and importance of objectives and possibly on some, or all, of the content used to support those objectives (e.g., readings and texts used for the course, development of content over course time frame, teaching methods and their purpose in accomplishing objectives, formative and summative assessment/ evaluation and their purpose (lab sheets, exams, papers, reports, logs, journals, etc.). If applicable, how does the candidate utilize speakers, cooperative education, service-learning, and other community resources in his or her courses?

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4. Materials Development Identify and discuss concerns/ideas pertaining to readings, books, worksheets, class discussion materials, small group activities, etc., used in the course. If applicable, how has the instructor helped students develop unique course activities to accomplish course objectives?

5. Principal Challenges of the Course(s)

a) Approaches to Teaching the Course(s) Identify challenges specific to the course(s) and discuss why they need to be addressed (e.g., appropriate expectations, level of course, meeting a skills component requirement, teaching a course for the first time). Also, identify proposed approaches to dealing with the challenges (perhaps include changed syllabi, alternative projects, etc., and illustrate a series of changes, if relevant).

b) Strengths and Growth Areas as a Teacher A reflection on the difficulties of teaching the course(s) at this particular time—you might include such things as: content expertise, overall course load/time demands, preference in terms of student population, level of teaching (e.g., at early stages of career, teaching a new course), and/or attempting to make revisions in materials.

6. Student Assessment/Grading Address issues of classroom performance/participation, assessment dilemmas, student motivation, diverse talents and ways of learning, expectations, etc.

7. Products of Teaching

a) Providing Student Feedback—e.g., issues of grading/correcting, peer-editing/evaluating.

b) Assignments/Projects/Exams—e.g., rationale, changes, student responses, illustrations of range of skills involved.

c) Cooperation Among Students—e.g., pros/cons of group activities/assignments.

8. Keeping Up With Evolving Professional Discourse

List and describe personal, collegial, and other professional activities in which you are engaged—specifically with the aim of improving your own teaching and that of your colleagues. This should involve a statement of the faculty members professional growth goals in relation to any of a number of areas, as described below, as well as reflection, documentation, and commentary on the activities pursued. Please list publications, departmental appointments/contributions, awards, student successes or accomplishments, etc., only if they are directly related to teaching performance, the accomplishment of course objectives, and/or course success. Other professional and scholarly activities can be addressed in later sections of the portfolio.

9. Expertise in the Academic Area

a) Instructor study needed due to changes in field.

10. Expertise in the Classroom

a) Implementing new teaching strategies/classroom techniques (e.g., pedagogical skills).

b) Improving related skills such as assessment.

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c) Getting student input.

11. Curriculum Development

a) Revision of present courses taught given changes in field.

b) Future directions for and/or struggles with new course proposal/design.

c) Long range plans.

B. Scholarship

In the discussion of various scholarly activities, faculty should distinguish among the various types of publications, papers, presentations, and other work (e.g., juried publications as opposed to a newspaper column). For a further discussion of scholarship, one may wish to refer to Ernest Boyer's book *Scholarship Reconsidered* (1992).

List Boyer's categories here, with brief explanations

1. Personal Statement on Scholarship

2. Assessment of Scholarly Activity

a) personal assessment

b) other reviews if available, including published reviews, juried critiques, etc.

3. Work in-progress

4. Long-Range Plans for Scholarly Activity

a) new content areas of interest to the faculty member

b) new categories of scholarship the faculty member may wish to explore

C. Service to the College

Examples of contributions of significance to the college may include: advising, administrative work, community service, grant writing, organizing workshops and other professional services, admissions and alumni activities, and service to the community and the church. This section might take the form of an annotated list of activities with reflection on the significance of these activities. One may wish to articulate the ways these activities are in service to the college's mission and/or departmental goals.

Reflect on the type, duration, quality, and on-going significance of the service activities. Some attention might be spent on how these service activities are woven together with the other contributions the faculty member has made to the college. For example, to what extent are one's service activities an enhancement or inhibition to scholarly activity? Does a faculty member's service impact the lives of one's colleagues in either a positive or negative way? In what ways does the faculty member balance teaching, scholarship, and service?

1. Personal Statement on Service

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2. **Assessments of Service Activities**

3. **Long-Range Plans for Service Activities**

D. Other Forms of Professional Development

This section may be used to address other areas not covered in the above headings. New degrees (especially outside one's own field), and other new skill acquisition could be addressed here. Collaboration with other institutions outside the college may also be discussed. These should be explored only to the extent that these activities enhance the performance of one's Augsburg appointment.

1. **Personal Statement on Professional Development**

2. **Assessments of Professional Development**

3. **Long-Range Plans for Professional Development**

V. REVIEWS AND EVALUATIONS

The review of each area of focus in the evaluation portfolio should involve a reflection on the effectiveness of individual activities as well as considerations for future practice. It is strongly recommended that these reviews be provided by: the instructor him- or herself, by colleagues, *and* by the students enrolled in his or her courses.

A. Self-Assessment

Chronicle development as a college teacher and scholar, highlight very best practice, and record success and challenges from your perspective. This section involves the faculty members *personal* reflections and should not include input from colleagues or students. If the faculty member has developed an annual plan for professional activities, it may be reviewed here.

1. **Assessment of Professional Performance** Reflect on a whole range of professional activities, including: delivery skills/expertise in the classroom, other communication skills, degree of student learning, experimental teaching methodologies, publications, contributions to the community, etc.

   Identify positive experiences (what worked with respect to teaching and scholarly activity), negative experiences (what did not work), and general observations. This may (and most likely should) include ongoing reflection and discussion of issues raised at previous evaluation opportunities.

2. **Ideas for Improving Performance**

B. Collegial Input

Comments by peers (both those mandated by the review process and other chosen by the portfolio developer) on the areas the faculty member has chosen to focus. These colleagues can be from within and outside the portfolio developer's academic department. These comments should involve a

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systematic review of the faculty member's teaching performance as well as other areas of scholarly activity and service. Some distinction should be made between those reviews the faculty member has initiated, and those which are required by the review process.

1. **General Assessment of Professional Performance** The colleague should reflect on a whole range of professional activities to which they have first-hand access, including: delivery skills/expertise in the classroom, other communication skills, publications, contributions to the community, work on college committees, etc.

   Obviously, peers should restrict their comments to those activities which they themselves have *personally observed.* When a particular faculty member's comments are required by the review process (e.g., department and divisional chairs) special attention and prior planning should be made to give that person an opportunity to observe the activities on which he or she is asked to comment. Assessment letters with comments such as "...while I have not personally seen Ms. Jones teach, I hear that she has a difficult time in the classroom," are not only less useful to decision makers, but also put the letter writer in a position of passing on hearsay. Hearsay, rumors and the like are not permissible in the evaluation portfolio.

2. **Reflection** Identify positive experiences (what worked with respect to teaching and scholarly activity), negative experiences (what did not work), and general observations. This may (and most likely should) include ongoing reflection and discussion of issues raised at previous evaluation opportunities. The faculty member should reflect on the ideas raised by his or her colleagues.

3. **Ideas for Improving Professional Performance**

C. Student Assessment

Summary of information obtained from documentation generated by the students regarding learning progress, course evaluation, and/or course satisfaction.

1. **General Assessment of Teaching Performance** Documentation of student learning in relation to the goals and objectives of the class (e.g., papers, essays, reports, journals, course related assignments, tests) and/or documentation of individual growth of students in relation to student starting point (pre-course) and learning accomplished (end of course; during course) (e.g., pre-test/post-test measures, student reflections at the beginning and end of the course, student responses to individual assignments or projects, course evaluations).

2. **Course Reflection** Summary of and reflection on student evaluations. Documentation might include such things as short answer forms, student conferences, group interaction, student letters, and/or student evaluations reflecting the student's perspective on the course, assignments, teacher, format, etc. The faculty member should also reflect on the ideas raised by his or her students.

3. **Ideas for Improving Teaching Raised by Student Assessments**

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AN INTRODUCTION TO THE TEACHING PORTFOLIO
(Audience: new or casual inquirers)

The teaching portfolio is meant to encourage reflective and consequently more effective teaching. The categories and definitions of this list have been developed from the perspective of the teaching portfolio as a means of improving and monitoring the quality of teaching and *not* as a document intended for promotion, tenure, or evaluation of faculty performance.

The six principle categories defined below are seen as mandatory elements of a reflective, effective teaching portfolio. Within each primary category some suggestions are made with respect to content and quality. Not all sub-elements are seen as required—rather, many reflect components which are thought to contribute to a strong, effective portfolio. Also, many sub-elements contain illustrations of interesting innovations and variations on reflecting on one's teaching.

I. TABLE OF CONTENTS

Identification of the organizational structure of the document in order to facilitate reading of the document.

II. PREFACE

A statement of one's individual purpose or rationale for the focus of the portfolio.

III. TEACHING PHILOSOPHY

A statement of the faculty members perspective on education and teaching. This may include such things as the purpose of higher education or education in general, goals of the college, course intentions, reflections on student differences or population characteristics of students at different levels, personal orientation to teaching, perspectives on student performance, and/or importance of grading or kinds of grading.

IV. COURSES TAUGHT

A list of courses taught within the department/college to inform the reader of the portfolio about pertinent background information. Comments on courses in annotation format might include: new course for department, course not taught by faculty member before, general requirement, skill component involved, major requirements, class size.

V. SELECT AREAS OF FOCUS FOR THE PORTFOLIO

The faculty member should include any or all areas that are relevant at this point in his or her career —so long as each of the four primary areas listed below are included in at least one way. The portfolio should focus on the course(s) and area(s) the faculty member can consciously work on at this time; the teaching portfolio structure may (and most likely will) vary as the faculty member continues to work on classes and matures in teaching ability.

A. Planning and Preparing for the Course

This portion should include a reflection of the individuals thoughts regarding course design and construction both prior to teaching the course(s) and after the course(s) has(have) been completed.

1. **Syllabus Planning** Include series of syllabi as they have changed for course(s) with reflection/explanation.

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2. **Teaching Objectives** Commentary and reflection included on selection and importance of objectives and possibly on some, or all, of the content used to support those objectives (e.g., readings and text used for the course, development of content over course time frame, teaching methods and their purpose in accomplishing objectives, formative and summative assessment/evaluation and their purpose (lab sheets, exams, papers, reports, logs, journals, etc.).

3. **Materials Development** Identify and discuss concerns/ideas pertaining to readings, books, worksheets, class discussion materials, small group activities, etc. used in the course.

4. **Principle Challenges of the Course(s)**

   a) **Approaches to Teaching the Course(s)** Identify challenges specific to the course(s) and discuss why they need to be addressed (e.g., appropriate expectations, level of course, meeting a skills component requirement, teaching a course for the first time). Also, identify proposed approaches to dealing with the challenges (perhaps include changed syllabi, alternative projects, etc., and illustrate a series of changes, if relevant).

   b) **Strengths and Weaknesses as a Teacher** A reflection on the difficulties of teaching the course(s) at this particular time—you might include such things as: content expertise, overall course load/time demands, preference in terms of student population, level of teaching (e.g., at early stages of career, teaching a new course), and/or attempting to make revisions in materials.

B. **Teaching the Course**

1. **Development of Content over Course Time Frame**

2. **Teaching Methods and Their Purpose In Accomplishing Objectives**

   a) **Class Format**—active learning/participant learning vs. a more traditional lecture-style

3. **Student-Faculty Contact**

   a) **Availability to students.**

   b) **Administrative requirements given class size.**

C. **Assessing What Students Learned in the Course**

1. **Student Assessment/Grading** Address issues of classroom performance/participation, assessment dilemmas, student motivation, diverse talents and ways of learning, expectations, etc.

2. **Products of Teaching**

   a) **Providing Student Feedback**—e.g., issues of grading/correcting, peer-editing/evaluating.

   b) **Assignments/Projects/Exams**—e.g., rationale, changes, student responses, illustrations of range of skills involved.

   c) **Cooperation Among Students**—e.g., pros/cons of group activities/assignments.

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D. Keeping Up With Evolving Professional Discourse

List and describe personal, collegial, and other professional activities in which you are engaged—specifically with the aim of improving your own teaching and that of your colleagues. This should involve a statement of the faculty members professional growth goals in relation to any of a number of areas, as described below, as well as reflection, documentation, and commentary on the activities pursued. Avoid listing publications, departmental appointments/contributions, awards, student successes or accomplishments, etc., unless directly related to teaching performance, the accomplishment of course objectives, and/or course success.

1. **Expertise in the Academic Area**

   a) **Instructor study needed due to changes in field.**

2. **Expertise in the Classroom**

   a) **Implementing new teaching strategies/classroom techniques** (e.g., pedagogical skills).

   b) **Improving related skills such as assessment.**

   c) **Getting student input.**

3. **Curriculum Development**

   a) **Revision of present courses taught given changes in field.**

   b) **Future directions for and/or struggles with new course proposal/design.**

4. **Departmental Contributions**

VI. COURSE EVALUATION

The review of each area of focus selected for the teaching portfolio should involve a reflection on the effectiveness of individual activities and the course overall as well as on considerations for future teaching. It is strongly recommended that these reviews be provided by the instructor him- or herself, by a selected colleague colleagues, and by the students enrolled in the course.

A. Self-Input

Chronicle development as a college teacher, highlight very best teaching skills, and record learning achieved by students. This involves the faculty members personal reflections and should not include input from colleagues or students.

1. **General Assessment of Teaching Performance** Reflect on content expertise, delivery skills/expertise, design skills, communication skills, degree of student learning, teaching methodology, personal presentation. This may include the review of a videotape of your classroom performance.

2. **Course Reflection** Identify positive experiences (what worked with respect to course design/content), negative experiences (what did not work with respect to course

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design/content), problems and/or success with course materials, general observations. This may (and most likely should) include ongoing reflection as the course is taught and at the conclusion of the course.

3. **Ideas for Improving This Course**

B. Collegial Input

Comments by selected peers on the areas the faculty member has chosen to focus on in the teaching portfolio. This should involve a systematic review of both the course and the faculty member's teaching performance and should include discussion(s) with the faculty member for clarification.

1. **General Assessment of Teaching Performance** This may involve a review of course material and/or classroom activity. Colleagues may visit selected class meetings or parts of class meetings to observe classroom activity with respect to any and/or all areas being addressed in the teaching portfolio. This review may also include use of videotape to focus on and review with (a) colleague(s) the selected areas of evaluation.

2. **Course Reflection** Summary of peer input and comments from observation(s) and/or video review(s). This should include discussion(s) with (a) colleague(s) and highlight the content of these discussions. This should be both a summary of the faculty member's reflection on the collegial comments and a response to the peer input.

3. **Ideas for Improving This Course**

C. Student Input

Summary of information obtained from documentation by the student regarding learning, learning progress, course evaluation, and/or course satisfaction.

1. **General Assessment of Teaching Performance** Documentation of student learning in relation to the goals and objectives of the class (e.g., papers, essays, reports, journals, course related assignments, tests) and/or documentation of individual growth of students in relation to student starting point (pre-course) and learning accomplished (end of course; during course) (e.g., pre-test/post-test measures, student reflections at the beginning and end of the course, student responses to individual assignments or projects, course evaluations).

2. **Course Reflection** Summary of and reflection on student evaluations. Documentation might include such things as short answer forms, student conferences, group interaction, student letters, and/or student evaluations reflecting the student's perspective on the course, assignments, teacher, format, etc.

3. **Ideas for Improving This Course**

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FIPSE Project

Teaching and Evaluation Portfolios: How are they alike? How are they different?

Final Report
Internal Evaluation
April 1996

Diane L. Pike, Ph.D.
with Douglas Webb

Introduction:

The purpose of this final internal evaluation report is to assess the third stage of the FIPSE grant--dissemination. What has the grant accomplished in the final 18 months both on campus and outside the campus borders? To what extent have the findings been documented and disseminated? And, to what extent and with what results have the findings and recommendations been adopted or institutionalized on our campus?

The format for this assessment is organized around three sections: campus based dissemination and adoption of findings, external dissemination of findings, and final interviews with grant participants.[1]

The main conclusion of this assessment is that the important findings from the grant are clearly documented and well disseminated both on and off campus. In addition, grass-roots adoption of portfolios is well begun at Augsburg College.

I. On-campus dissemination and adoption:

The work of the portfolio groups resulted in a conceptual model based on reflection, collaboration, and documentation. This process was found to underlie both teaching and evaluation portfolios (see earlier internal reports). At the same time, clear differences between the two types of portfolios were also identified. These differences focus on the purpose of the portfolio, the audience, the structure, and the contents. Diagrams and handouts articulating these differences are in the appendices.

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[1] Interviews were completed by project assistant Douglas Webb and the author extends her gratitude for the work completed.

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Beginning in the second year of the grant, the vocabulary of the term "portfolio" began to be used by an increasing number of faculty at Augsburg. Grant participants who developed portfolios (both in the teaching and evaluation groups) used them successfully for tenure, promotion and leave decisions. As models of portfolios became available, and as individual faculty actually used them formally, others began to seek out information on how to develop a portfolio, particularly an evaluation portfolio. Faculty and support staff started to use the term portfolio instead of "personnel file." Over time, Tenure, Promotion, and Leave committee members reported seeing an increasing number of "files" using various dimensions of the evaluation portfolio model. The culmination of this grass-roots assimilation of portfolio ideas was a summer 1995 faculty group who developed a guide for evaluation portfolios. While technically a draft (not yet formally adopted into the Faculty Handbook), the guide was disseminated by the Academic Dean's office to TPL candidates. It became "the" guide to TPL in practice (see appendix).

In addition, a group of grant participants (Tom Morgan, Bev Stratton, Frankie Shackelford and myself), began to deliver full and half day workshops on how to develop portfolios. In the past year, Professors Stratton and Pike have given two on-campus workshops on evaluation portfolios to over twenty faculty (the workshops were provided through the Faculty Development Office). Professors Morgan and Shackelford delivered a workshop on teaching portfolio in Spring 1996 to fifteen colleagues. Evaluation portfolios are discussed at new faculty orientation and "the guide" continues to be distributed.

The challenge in the area of on-campus dissemination remains in several main areas: First, portfolio groups which are essential to the portfolio process need to continue to be activated; not surprisingly, attention still is drawn to "What" does an evaluation portfolio look like; our continued response is that "the process is the point." Second, "the guide" should be adopted formally, although the Faculty Handbook may not be the appropriate venue. Third, teaching portfolios for improvement also need to be nurtured and are being linked to Faculty Senate discussions of full year post-tenure review.

II. Off-Campus Dissemination.

The cluster of grant participants have given a significant number of off-campus presentations in the past 18 months. The materials are well developed and all the evaluation data indicate that they are very well received (see appendices). The material reflect the substance of the workshops, which are indicated as follows:

Place	Topic	Date	Presentes
Sioux Falls College	Teaching portfolios	Fall 1995	Morgan/Shackelford
Mankato State	Teaching Port. & Engagement	Spring 1996	Pike/Morgan
The Collaboration Conference Mpls., MN	Evaluation Portfolio	Nov. 1995	Pike, Stratton, Morgan
Northern Texas U.	Teaching Portfolio Shackelford/Morgan	Jan. 1996	
NW Chiropratic College	Evaluation Portfolios as PDP's Pike/Morgan		July 1995
St. Catherine's College	Evaluation Portfolios	Jan. 1996	Pike/Stratton
UW Platteville	Evaluation Portfolios	Aug. 1996*	Pike/Morgan
The Collaboration	"The Final Grant Results"	Feb. 1996	Erickson/Pike

III. Final Interviews:

The last assessment of the grant focused on exit or final interviews with eight of the 10 original grant participants. They were asked several summative and overview questions and the findings are clustered by responses to specific questions.

INTERVIEWEES: Fleener, Ann
Hayes, Jim
Morgan, Tom
Pederson, Dale
Schackleford, Frankie
Schwalbe, Kathy
Stratton, Bev
Swanson, Kathy

1.) Overall, what do you see as the benefits of having had the FIPSE grant?

Generally, respondents indicated both individual and institutional level advantages, from increasing reflection on teaching to improving assessment on campus.

- It moved the campus in the direction of portfolio assessment. Teacher preparation /licensure is also moving in this direction. Portfolios are more of an authentic assessment format.

- Personally, it radically clarified my notion of how to document and evaluate good teaching. Institutionally, as of last summer, a document has been published that provides clear guidelines on how to prepare materials for leave committee and third year review.

- The FIPSE grant helped to change the procedures used in the review process and tighten up the guidelines for portfolios. After the first year of the grant, we saw changes in what people submitted as portfolios. Augsburg College also received external exposure via off-campus seminars/workshops and awareness about portfolios was raised on campus.

- The grant was of value to the institution, allowing it to think systematically about process by which they evaluate faculty performance (for promotion). Individually, the grant inspired me to think about how to go about preparing material for promotion and how to organize materials to improve teaching. There is not a particularly widely shared understanding on campus of what portfolios are and how they are used.

- Actual outcomes: teaching and evaluation portfolio. It had a big impact on improvement and third year review. Evaluation procedures were redefined and culture was changed. Increased colleague interaction and dialogue.

- Getting faculty together to talk about teaching. Personally, it made me take the time to put together a portfolio.

- Fostered greater reflection on teaching - individually and in peer groups. Provided information for faculty tenure and leave committees when making decisions.

- Better understand how portfolios could be used by faculty. Working with colleagues - visiting each other's classes and providing feedback.

2.) Are you currently maintaining a teaching portfolio?

Six of the eigth respondents indicated that they are maintaining a teaching protfolio; some are maintaining parts and others are still doing more reflection.

3.) Have you used an evaluation portfolio model for a personnel decision? If yes, for what decision?

Six of the eight reported yes for promotion and third year review decisions. One member did not, but did draw upon the teaching portfolio for evaluation.

If yes, would you use that model again? All who had used the evaluation portfolio would do so again.

4.) Have you consulted with colleagues about portfolios? If yes, where have done consulting??

All of the respondents have consulted with colleagues about portfolios, within and outside the department.

5.) Would you recommend an evaluation portfolio model for colleagues up for personnel review?

Seven of the respondents would recommend the model; one is not sure.

"Yes. "it makes it more concise and easier for the review committee."
"Good way to synthesize material"
"Not sure. There isn't a shared understanding on campus of what the evaluation portfolio isî

6.) Would you recommend a teaching portfolio for faculty working on improvement?

All eight respondents indicated yes.

7.) What differences do you see between a teaching portfolio and an evaluation portfolio?

The open ended responses indicate some of the differences perceived by participants:

- Teaching portfolios are more a working piece that can enhance reflection - helpful for annual report given to dean. Teaching portfolios can become part of the evaluation portfolio and helps in making course decisions (content, methodology). Teaching portfolios focus on teaching courses.

Evaluation portfolios draw on pieces in addition to those contained in the teaching portfolios Evaluation portfolios look at things outside of teaching, such as scholarship and service to the institution.

-

- Teaching portfolio is much more open-ended in terms of focus. It emphasizes different things at different times. Nobody can tell you what should be in a teaching portfolio. It is whatever the individual wants to make of it.

Evaluation portfolio requires more clear-cut structure and guidelines and is much more balanced. It is whatever the evaluation committee wants to make of it.

- Both types of portfolios always allow room for the individual to make decisions as to what should be included.

There is not a big difference between the two. The primary distinction is a difference in audience.

You can take more risks in a teaching portfolio because it doesn't have to be viewed by anyone. The focus of a teaching portfolio is clearly on improvement. The teaching portfolio ought to pay attention to the scholarship of teaching. The teaching portfolio has a lot more material.

The evaluation portfolio is a subset of the teaching portfolio and goes beyond teaching.

- I think they are different products. Evaluation portfolio is less well defined than a teaching portfolio. The evaluation portfolio is a collection of documents that are part of a sales job - competitive process. Might include appropriate self-criticism, but it is still a document that attempts to make the case for employment.

- The teaching portfolio is to be an ongoing record primarily for the use of the faculty member himself/herself, but could also be used to show how the faculty members went about thinking about how courses went and how they perceive their shortcomings. Currently, there is no place for a department head or dean to review teaching portfolios. There should be more systematic involvement of administrative faculty with junior faculty's improvement in teaching.

An evaluation portfolio should ideally have a subset, which is a teaching improvement portfolio. A teaching portfolio actually could exist on its own and could be used in hiring decisions, instead of improvement only (currently it's not shown to anyone). No evaluation portfolio is complete without including some of the information contained in a teaching portfolio.

- Teaching portfolio is a subset of an evaluation portfolio. Evaluation portfolio includes more information (on community service. etc.).

Evaluation portfolio: the most important distinction is it's for a particular audience to make a particular decision at a particular time.
A teaching portfolio has multiple purposes: to share ideas with colleagues, improve teaching, could be used for peer review. Pieces of the teaching portfolio could be used for the evaluation portfolio.

- The most useful way to see it is that a teaching portfolio is part of the evaluation portfolio. Someone needs to look at them if people are going to do them. There should be some mechanism for others to review it. There is no motivation for professors to do it once they are a full professor. Some body of colleagues should look at the portfolios. There should be some continuation of this.

8.) What do you think a campus can do to encourage portfolio use?

The open ended responses are as follows:

* Portfolios are different based upon different interpretations of what portfolios are. Portfolio use can be encouraged through additional training, workshops and peer review. The result will be a better quality of portfolios. Portfolios should also be used as part of faculty development.

*
To make the concept more broadly recognized, make evaluation portfolio use a strong option (at least unofficially). A teaching portfolio has to have some intrinsic value in it. An attempt should be made to make it financially rewarding. Have workshops, lasting three to four days where feedback can be given, portfolio can be started, and there's time for reflection. On campus, colleagues should meet at least every few weeks to have conversations about teaching. Presentations off-campus.

*
The administration needs to be supportive on a structural level. Must work toward building it into the culture, emphasizing that portfolios are important. Find ways so that portfolios do not increase a teacher's work load. Make it a habit of setting things aside and spending time on reflection. Institution needs to set up reward structure for incentives (not necessarily monetary). New faculty should go through a workshop on teaching portfolios so that it becomes

part of their routine. People need to collaborate, working in small groups. This will help develop academic community.

- Teaching portfolio - institution must articulate concern about the way good teaching is developed. There hasn't been such a tradition at Augsburg. Evaluation portfolio - change in culture must be done carefully and slowly. Provide enticements - stress the way portfolios can improve changes for promotion and advancement.

- It has to be done through some kind of culture change. It can happen spontaneously, but it's better if departments mandate it and expose department members to actual portfolios. Department level is the best level to implement it. FIPSE grant made this big job possible by providing incentives.

- Require them for major decisions (tenure, third year review). More workshops should be held. Having grant money helps.

- Helping set up discussion groups, within or outside of the department. Make outsiders available so groups can organize themselves, provide input to group members, etc. Groups think about purposes and goals of what they want to work on.

- Talked about and valued as part of tenure and promotion process and outside of process. Share among departments - campus wide. Colleagues should provide feedback.

9.) Do you have any additional comments you think are important to include in the final evaluation of the grant?

- I was pleased to participate in the FIPSE grant.

- I was glad that they gave us the grant. We've certainly made good use of it. It has had far-reaching effects on campus and dramatically changed ways of thinking about and documenting teaching.

The grant was fairly effective. I wish that more people were completing a teaching portfolio. Evaluation portfolios have their own incentive built in. It is much more structured. Overall, the grant has been a success and increased Augsburg's name recognition.

- At the beginning of the grant, there was no shared understanding of what the process was going to be like. But at the end, there was consensus about what a portfolio should be like and that portfolios are very discipline specific.

- There has been a lot of off-campus consulting. Without the grant, this would not have happened. Good way to show our best at Faculty Development conferences, etc.

- Something needs to be published somewhere. A lot of information hasn't been disseminated, especially on campus. Share/publicize models so others can see them. List serve?

- No.

- It was a useful project. A lot of time was spent on what we were supposed to do. Joe deliberately let group come to it on their own. Floating around without direction was necessary. It was frustrating, but necessary and useful. Never sure what Diane's role was - unclear whether there should have been more contact with Diane. Very grateful for knowledge provided.

IV. Conclusion

The assessment indicates that the FIPSE grant was very successful. The campus learned specific things which we can articulate, disseminate, and use for improvement of teaching and learning. These findings have been significantly disseminated both on and off campus. We continue to face challenge of keeping the process active (workshops, on-campus FD programs) and to directing institutionalization of evaluation and teaching portfolios and the processes which support those.

Augsburg College

Procedure for Faculty Evaluation: A Recommended Protocol (1992)

Introduction

Reliable and valid faculty evaluation is an important part of developing excellence in teaching and learning. It is also the basis of informed decision-making with regard to faculty personnel. This document will outline a protocol for developing a high quality faculty evaluation system for Augsburg College.

Assumptions

1. Evaluation of teacher performance should be minimally composed of three parts:
    a. student opinion data,
    b. peer evaluation data,
    c. self-evaluation.

2. Faculty development activities aimed at improving teaching and learning should be available to all teachers, and those development activities should correlate with the outcomes for which teachers are accountable. The primary motivation for faculty evaluation is to provide support for faculty improvement and to assist faculty in obtaining the best evaluation materials in order to document their strongest case in personnel matters.

3. Additional documentation such as syllabi, statements of supervisory personnel, copies of teacher-made examinations (and students' scores on these exams), copies of students' projects and papers, informed criticism of studio or performing art, etc., should be encouraged. Faculty should take the initiative in suggesting and negotiating with department and divisional chairs, as well as the dean, other unique evidence of teaching performance. These collections of evidence of teaching competence are often called teaching portfolios.

4. Faculty evaluation should solicit multiple sources of information over a long time period. Multidimensional performance documentation is an essential component of valid evaluation—undocumented self-report data is an inadequate substitute without corroborating evidence from students and peers.

5. Quantitative information about teaching (i.e., student opinion surveys) should have known reliability and validity characteristics. The resulting performance data should also be presented with full disclosure of its limitations and with an appreciation of its context.

6. Instructors should be provided with information regarding the limitations of various evaluation procedures and be given the opportunity to customize the instruments used in their courses. Instructors should also be informed regarding various methods which enhance reliability and validity of evaluation, especially course evaluation.

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Separating Decision-supporting Evaluation and Self-Improvement Assessment

The fact that this evaluation system will most often be used by both faculty (for self-improvement) and governing bodies (for promotion, tenure, and leaves decisions) raises a dilemma in some observers' minds—how can faculty feel comfortable taking risks if failures might be used against them by decision makers? If resources and time were not in short supply, we might propose a dual-track evaluation system: one for self-improvement and one for administrative decision-making. However this is not our recommendation. We propose a unified system which share information sources in the following ways.

We propose that final decisions regarding what should be placed in a particular faculty person's teaching portfolio rests with the individual faculty member. They are in the best position to assess their values and wishes. At the same time, the Tenure, Promotion and Leaves committee should also have the prerogative to request that certain sorts of information be made available to them when the portfolio is to be used for an administrative decision. While the final decision regarding what information they need is the responsibility of the committee, we suggest this minimal roster of contents: copies of peer and self evaluations for the relevant time period (2 years for 3rd year review, 6 years for tenure review, time in previous rank for promotion decisions), letters of recommendation from immediate supervisor (usually department chair), and student opinion surveys from a *majority* of the courses taught at Augsburg. One need not (but is free to) produce all of the course evaluations, but should feel free to withhold a small proportion (no more than 30%) of the student opinion surveys which may have been, in the instructor's opinion, aberrant.

Much of the additional information a faculty member collects to corroborate their case can be valuable, so we recommend that faculty members develop additional sources of documentation regarding their teaching competence: statements of peer observations, juried reviews of scholarly work, testimonials from successful students, faculty reflection on specific teaching situations, etc. The Center for Faculty Development will be an important resource for faculty as they develop these unique collections of documentation.

Connections to the FIPSE grant proposal

The Center for Faculty Development has proposed a pilot project to the Fund for the Improvement of Postsecondary Education (FIPSE) to look at ways our proposed portfolio system can be implemented and optimized. This proposed 3-year project will investigate various ways of building a teaching portfolio, and work with faculty to develop reliable and valid ways to assess the contents of these portfolios.

Protocol for Student Opinion Surveys

For most faculty in most situations, we recommend the use of the IDEA course evaluation instrument. The IDEA comes in two forms: A Standard Form, which has 46 items and a 14-item Short Form. The Standard From takes about 20 minutes to administer, the Short Form about 5 minutes.

In addition to the quantitative IDEA form, the Course Evaluation Sub-committee recommends administering two qualitative open-ended surveys: one at mid-term and one at the completion of the

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course. These are primarily for the instructor only—they can also be shared with any decision makers at the discretion of the individual faculty member. The open-ended survey can take the form of the standard WEC mid-term evaluation form, but can also be developed independently by individual departments and faculty. The Faculty Development Office has a file of exemplary open-ended evaluation forms for reference as needed.

For non-tenured faculty (tenure track, adjunct, and non-tenure track) each course should be evaluated each time it is offered. In most situations, the Short Form should be the instrument of choice for personnel decisions.

For full-time faculty with a full 7 course load, the Standard Form should be substituted for the Short Form at least twice each academic year. When an instructor's load drops to or below 5/7-time, the Standard Form should be used at least once each academic year. Any time the instructor wants additional information, they may substitute the Standard Form for the Short Form.

Part-time non-tenured faculty in a tenure-track appointment also need to evaluate all of their courses and should use the Standard Form at least one a year.

Tenured faculty should also be evaluated on a regular basis. Full-time faculty with a full 7 course load should administer three evaluations per academic year distributed among variety of course offerings. Those faculty with a less than a full-time course load should administer course evaluations at least twice a year, with the only exception being those teaching only one or two courses, in which case they must evaluate all of their courses. In all cases, at least one evaluation must be the Standard Form.

Quantitative evaluations which involve the opinions of fewer than ten students should be interpreted with particular caution, and those with fewer than fifteen respondents should be considered tentative. Also, the results of any one or two course evaluations should be considered tentative. In order to protect against random fluctuations, trends should be monitored over the span of at least three evaluations over a two-year period.

In all cases, instructors are encouraged to annotate and illuminate the reports of student opinion surveys in order to give decision makers a clearer idea of the evaluation or instructional context.

Connections to the Center for Teaching and Learning

The Teaching and Learning Center will be a resource for faculty as they develop their teaching portfolios. The Teaching and Learning Center will coordinate the distribution and collection of student opinion surveys and will be responsible for returning the processed evaluations to the instructors. If the instructor wishes, he/she may place the results in the faculty member's permanent file in the dean's office.

It is important that individual faculty members *do not* hand out course evaluations themselves. This is a serious threat to reliability and almost always results in invalid evaluation data. Students report that they feel threatened by the instructor's presence. Faculty should arrange to have a student or colleague hand out the student opinion surveys. The student or colleague will also be responsible

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for the standardized administration of the evaluation experience: they must read the printed instructions, they must allow for ample response time, they must make sure the instructor remains away from the classroom until all evaluations are completed, and they must insure students that they will personally deliver the response sheets to the Teaching and Learning Center. All of these factors are important for reliable and valid administration of the student opinion surveys.

Protocol for Peer Observation

Faculty should invite peers and supervisors into their classrooms to observe their instructional techniques and to solicit helpful feedback. This should not be solely the responsibility of department chairs, but should be shared by department members according to expertise, mutual interest, and instructional goals.

The committee has developed two standardized forms for peer observation which specifies seven sub-categories of instructional evaluation: instructor knowledge, organization, instructional methods, instructor-student interaction, classroom/studio delivery, classroom/studio atmosphere, and overall quality of classroom instruction. One version allows for quantification of ratings, the other is entirely qualitative. Both forms share the same rating categories. The forms should be considered a starting point in an open-ended discussion between peers regarding the goals of instruction and the methods of observation.

A program of peer observation should occur at least twice a year for all faculty, tenured or non-tenured, except for adjunct faculty, who should be evaluated at a rate proportional to 2/7ths of the courses they are hired to teach. Generally a one-shot peer observation will raise more questions than it will answer—we recommend a program of two or three class observations in order to obtain useful course evaluation information.

Peer observers should be trained in the methods of observation and evaluation. While the education department offers a continuing education course in instructional observation, other training opportunities should also be offered through the Faculty Development Program.

Faculty are also encouraged to develop their own peer evaluation forms following the guidelines outlined in *The Standards* (Joint Committee on Standards of Educational Evaluation, 1981). Once again, the The Faculty Development Committee has a file of recommended peer evaluation forms for reference as needed.

Protocol for Self Evaluation

Self evaluation constitutes a third approach to faculty evaluation. Self-evaluation is seen as an iterative process—a periodic appraisal and recalculation of personal goals and the means to accomplish those goals. Traditionally, this has been comprised of free-form recitations of accomplishments for the previous year. The committee recommends self-evaluation follow a cyclical structure guided by some explicit criteria. Eleven criteria have been tentatively identified: teaching innovation, mentoring relationships, professional growth, achievement of student learning objectives, professional recognition, faculty development, organizational participation, risk-taking, communication skills, personal/professional time management, and peer relationships. Faculty are encouraged to expand or contract this list to suit their theoretical orientations and personal temperament.

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We also recommend that self-evaluation be tied to a specific Action Plan—a guiding strategy to accomplish one's goals. All full- and part-time faculty (excluding adjunct faculty) will need to respond to some sort of personal self evaluation checklist at least once a year. One's responses to this checklist will be confidential, and will be used to generate an Action Plan for the upcoming year. Each year the faculty person can refer to the Action Plan for guidance regarding time management, prioritizing, and personal progress. The Action Plan and the self evaluation checklist can also be used to form the basis of and documentation for any annual report to the Dean and/or self reflection for administrative (tenure, promotion, salary) decisions.

Timeline for Implementation

We propose that the faculty adopt the proposed protocol for school year 1992-93. As mentioned above, a pilot project will be enacted to develop and streamline the procedure for portfolio development and assessment. In the mean time, the raw data which makes up the core of the teaching portfolio (student opinion surveys, peer evaluations, and self evaluations) should be collected starting in the fall of 1992.

Current Student Course Assessment: Costs and Procedures

(The following report on current costs and procedures was prepared by Lois Nielsen of the Academic Dean's Office.)

Costs

Purchase of Scan-Tron survey forms: In June of 1990 we purchased 25,000 survey forms for $1,800. In June of 1991 we purchased 5,000 more for $370.00 These forms should supply Day and Weekend College through the 1991-92 academic year.

Printing costs: Gopher State Litho prints the course assessment questions (in non-carbon ink) on the Scan-Tron survey forms. We spent $620 on these printing costs in 1990, $510 in 1989.

Pencils: The Academic Dean's office purchases 1,000 #2 pencils a year for the machine scoring forms. The faculty are supposed to return these to the Dean's office at the end of the semester, but not all are returned.

Tallying/Photocopying/Organizing: Student workers spend 2-3 weeks after the end of each semester machine scoring course assessments, photocopying and filing tally sheets in personnel files, and organizing the original packets by department for storage. Student workers are paid about $4.50/hour (rates vary according to experience). On the average, a student will spend 4 hours a day, 5 days a week for 2-3 weeks on this project, so I estimate a cost of $90 a week for his/her salary. Comment sheets are not copied. The original packet must be retrieved if these are to be reviewed.

Whenever possible we place the course assessments in used envelopes, but sometimes the purchase of new envelopes is necessary. The envelopes are labeled by the student worker for easy retrieval.

Photocopies are $.05/page, and each tally sheet has two sides. In the 1990-91 Academic Year, day school offered 1,845 sections, Weekend College offered 58 sections, and the Graduate Program offered 57 sections. I don't know how many of these sections were for labs. Not all instructors hand out course assessments, so keep in mind that the actual number of courses assessed, tallied, and photocopied will be somewhat lower than these totals.

If we assume we use about 25,000 Scan-tron forms per year, a rough estimate of the total cost of the current course evaluation system is about $7,500/per year not counting the cost of the Scan-tron scanner, storage space or Lois Nielsen's professional time.

Procedure:

Process: The course assessments are required elements of faculty members files for third year review, tenure, promotion, and (less often) for leaves. Additional photocopies of the tally sheets are made by the Dean's office and placed in these files for review by the Committee on Tenure, Promotion and Leaves.

After the course assessments have been scored and photocopied, the Dean's office notifies the department chairs. The latter pick up the course assessments for their departments, and are then expected to go over them with the individual faculty members. The course assessments are then returned to the Academic Dean's office and are taken from there to storage. Course assessment packets are sometimes misplaced in their travels from one office to another. Weekend College keeps their course assessments in their own storage area, but supples them when needed for third year review, tenure, promotion, and leave considerations.

Storage: At present the course assessment packets are stored in the basement of the Foss Center. I go there once or twice a year to get packets for the third year review, tenure, promotion, and leave candidates. I also pick up packets for those faculty members who have asked to see their originals. Someone from Plant Services has to unlock the area for me; we do not have a key. The Dean's office has asked that Plant Services build a locked storage cage (with shelves) for these materials.

Budget Implications of Changing Student Evaluation Forms

The IDEA evaluation system is more expensive than the current system. A rough estimate of the costs associated with implementing the IDEA system per our proposal would be about $8,750/per year. The cost for the IDEA system are calculated at a rate of $.11 per form and an average cost of $3.00 per section for processing. There would be no need to archive the raw data from the IDEA forms (see below), however individual faculty will need to store their own results as they deem appropriate. Since we are not proposing making a separate archive for student evaluations, there should not be a need for photocopying and archiving (which are among the major costs of the current system).

Long-term Data Storage and Management The Center for Faculty Evaluation and Development at Kansas State University (the creators of the IDEA survey) maintain all the files they score. Scored summary data are automatically archived by IDEA at no additional charge. Copies of this summary data or summaries of institutional profiles (comparisons of Augsburg with other colleges of the same size and character) are available for a nominal fee, usually around $10-$50.

Augsburg College

Reference

Joint Committee on Standards of Educational Evaluation. (1981). *Standards for evaluations of educational programs, projects, and materials*. New York: McGraw-Hill.

DRAFT 5/20/91 Appendix E

CLASSROOM OBSERVATION FORM FOR PEER EVALUATION

Directions to the Peer Evaluator: Listed are seven general dimensions that are appropriate for evaluating classroom teaching. Below each dimension are some of the elements of that dimension which may help to clarify and focus your considerations. They may be rated or commented upon if the instructor desires specific feedback on those elements. Please give specific examples when appropriate. Please add any new items in the slots provided.

These descriptive elements are not presumed to be a complete listing for that dimension. Some may not be appropriate for a particular class, instructor, etc. Likewise, relevant elements for a particular situation may be missing. *It is important that you and the instructor review this form and make deletions and/or additions agreed upon as being important in the class under consideration.*

Instructor:_____

Observer:_____

Course:_____ Date:_____

Number of Students Present:_____ Number of Students Registered:_____

1. INSTRUCTOR KNOWLEDGE

(a) Does the instructor exhibit content mastery, both the breadth and depth necessary? How?

(b) Does the instructor draw on areas of expertise to enrich teaching? How?

(c)

OVERALL EVALUATION OF INSTRUCTOR KNOWLEDGE

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2. ORGANIZATION

(a) Does the instructor adequately prepare the students for the class content and activities to follow? How?

(b) How does the classroom presentation exhibit signs of planning and organization?

(c) Is the material clearly presented? Give examples.

(d) Is the class time used efficiently? Give examples.

(e) Does the instructor clarify instructional objectives and highlight important points to remember? How?

(f) Does the instructor assist students to integrate course material into the broader context of the liberal arts? How?

(g)

OVERALL EVALUATION OF ORGANIZATION

3. INSTRUCTION METHODS

(a) Is the material presented in a way that is appropriate to the level of the student's perspective? Give examples.

(b) Does the instructor attempt to elicit critical thinking and analysis by students? How?

INSTRUCTION METHODS (Continued)

(c) Does the instructor demonstrate flexibility in learning situations? Give examples.

(d) Are the teaching techniques used appropriate for the instructor's goals for the class?

(e) Is the material presented in an interesting manner?

(f) Does the instructor incorporate the general education skills of writing, reading, critical thinking, quantitative reasoning, or bibliographic research into this class?

(g)

OVERALL RATING OF INSTRUCTION METHODS

4. INSTRUCTOR-STUDENT INTERACTION

(a) How is the instructor sensitive to the responses of students?

(b) Does the instructor demonstrate fair and equitable treatment of the students? How?

(c) Does the instructor direct questions to different students?

(d) Does the instructor answer questions in a direct and understandable manner?

(e) Does the instructor demonstrate affirmation of the students? Give examples.

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INSTRUCTOR-STUDENT INTERACTION (Continued)

(f) How does the instructor encourage student involvement? How?

(g) Does the instructor encourage full and fair class discussion of student viewpoints that differ from the instructor's? Give examples.

(h) Is the instructor fair and impartial with respect to differences of sex, race, religion, etc.?

(i) Is the instructor aware when students are having difficulty in understanding a topic?

OVERALL EVALUATION OF INSTRUCTOR-STUDENT INTERACTION

5. CLASSROOM/STUDIO DELIVERY

(a) Does the instructor speak in a clear, audible, and well modulated voice?

(b) Do the instructor's mannerisms augment the teaching/learning process? How?

(d) Does the instructor project a sense of self confidence? Give examples.

(e)

OVERALL EVALUATION OF CLASSROOM/STUDIO DELIVERY

6. CLASSROOM/STUDIO ATMOSPHERE

(a) Does the instructor exhibit enthusiasm for the subject? Give examples.

(b) Does the instructor exhibit enthusiasm for teaching? How?

(c) Does the instructor challenge the student's curiosity and foster a spirit of inquiry? How?

(d)

OVERALL EVALUATION OF CLASSROOM/STUDIO ATMOSPHERE

7. OVERALL QUALITY OF CLASSROOM INSTRUCTION (If you need more space, please continue on the back of this page.)

(a) What were the strong points of the instructor's presentation? Be specific.

(b) How might the instructor improve the presentation?

8. What areas would you like to focus on during the next observation?

Instructor's Signature _____ Date _____ Peer Evaluator's Signature _____ Date _____

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CLASSROOM OBSERVATION FORM FOR PEER EVALUATION

Directions to the Peer Evaluator: Listed are seven general dimensions that are appropriate for evaluating classroom teaching behavior. *Please provide only one **overall** rating for each dimension.* Listed below each dimension are elements of the dimension which may help in assigning a rating. These elements are listed to help clarify and focus your considerations. They may be rated or commented upon if the instructor desires specific feedback on those elements.

These descriptive elements are not presumed to be a complete listing for that dimension. Some may not be appropriate for a particular class, instructor, etc. Likewise, relevant elements for a particular situation may be missing. *It is important that you and the instructor review this form and make deletions and/or additions agreed upon as being important in the class under consideration.* Use the blank space following each item to add explanatory comments or to give examples.

Instructor:_____ Observer:_____

Course:_____ Date:_____ Number of Students Present:_____ Number of Students Registered:_____

	Unusually High Quality	More Than Satis-factory	Satis-factory	Less Than Satis-factory	Very Unsatis-factory	Unable To Judge At This Time
1. INSTRUCTOR KNOWLEDGE						
(a) Does the instructor exhibit content mastery, both the breadth and depth necessary?	1	2	3	4	5	☐
(b) Does the instructor draw on areas of expertise to enrich teaching?	1	2	3	4	5	☐
(c) *Add your own item here...*	1	2	3	4	5	☐
OVERALL RATING OF INSTRUCTOR KNOWLEDGE	**1**	**2**	**3**	**4**	**5**	☐
2. ORGANIZATION						
(a) Does the instructor adequately prepare the students for the class content and activities to follow?	1	2	3	4	5	☐
(b) Does the classroom presentation exhibit signs of planning and organization?	1	2	3	4	5	☐
(c) Is the material clearly presented?	1	2	3	4	5	☐
(d) Is the class time used efficiently?	1	2	3	4	5	☐

Appendix F

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	Unusually High Quality	More Than Satis-factory	Satis-factory	Less Than Satis-factory	Very Unsatis-factory	Unable To Judge At This Time
(e) Does the instructor clarify instructional objectives and highlight important points to remember?	1	2	3	4	5	☐
(f) Does the instructor assist students to integrate course material into the broader context of the liberal arts?	1	2	3	4	5	☐
(g)	1	2	3	4	5	☐
OVERALL RATING OF C ..ATION	**1**	**2**	**3**	**4**	**5**	☐
3. INSTRUCTION METHODS						
(a) Is the material presented in a way that is appropriate to the level of the student's perspective?	1	2	3	4	5	☐
(b) Does the instructor attempt to elicit critical thinking and analysis by students?	1	2	3	4	5	☐
(c) Does the instructor demonstrate flexibility in learning situations?	1	2	3	4	5	☐
(d) Are the teaching techniques used appropriate for the instructor's goals for the class?	1	2	3	4	5	☐
(e) Is the material presented in an interesting manner?	1	2	3	4	5	☐
(f) Does the instructor incorporate the general education skills of writing, reading, critical thinking, quantitative reasoning, or bibliographic research into this class?	1	2	3	4	5	☐
(g)	1	2	3	4	5	☐
OVERALL RATING OF INSTRUCTION METHODS	**1**	**2**	**3**	**4**	**5**	☐

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4. INSTRUCTOR-STUDENT INTERACTION	Unusually High Quality	More Than Satis-factory	Satis-factory	Less Than Satis-factory	Very Unsatis-factory	Unable To Judge At This Time
(a) Is the instructor sensitive to the response of the class?	1	2		4	5	☐
(b) Does the instructor demonstrate fair and equitable treatment of the students?	1	2	3	4	5	☐
(c) Does the instructor direct questions to different students?	1	2	3	4	5	☐
(d) Does the instructor answer questions in a direct and understandable manner?	1	2	3	4	5	☐
(e) Does the instructor demonstrate affirmation of the students?	1	2	3	4	5	☐
(f) Does the instructor encourage student involvement?	1	2	3	4	5	☐
(g) Does the instructor encourage full and fair class discussion of student viewpoints that differ from the instructor's?	1	2	3	4	5	☐
(h) Is the instructor fair and impartial with respect to differences of sex, race, religion, etc.?	1	2	3	4	5	☐
(i) Is the instructor aware when students are having difficulty in understanding a topic?	1	2	3	4	5	☐
(j)	1	2	3	4	5	☐
OVERALL RATING OF INSTRUCTOR-STUDENT INTERACTION	**1**	**2**	**3**	**4**	**5**	☐

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	Unusually High Quality	More Than Satis-factory	Satis-factory	Less Than Satis-factory	Very Unsatis-factory	Unable To Judge At This Time
5. CLASSROOM/STUDIO DELIVERY						
(a) Does the instructor speak in a clear, audible, and well modulated voice?	1	2	3	4	5	☐
(b) Do the instructor's mannerisms augment the teaching/learning process?	1	2	3	4	5	☐
(d) Does the instructor project ...se of self confidence?	1	2	3	4	5	☐
(e)	1	2	3	4	5	☐
OVERALL RATING OF CLASSROOM/STUDIO DELIVERY	**1**	**2**	**3**	**4**	**5**	☐
6. CLASSROOM/STUDIO ATMOSPHERE						
(a) Does the instructor exhibit enthusiasm for the subject?	1	2	3	4	5	☐
(b) Does the instructor exhibit enthusiasm for teaching?	1	2	3	4	5	☐
(c) Does the instructor challenge the student's curiosity and foster a spirit of inquiry?	1	2	3	4	5	☐
(d)	1	2	3	4	5	☐
OVERALL RATING OF CLASSROOM/STUDIO ATMOSPHERE	**1**	**2**	**3**	**4**	**5**	☐

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7. OVERALL QUALITY OF CLASSROOM INSTRUCTION

(a) What were the strong points of the instructor's pr entation?

(b) How might the instructor improve the presentation?

8. What areas would you like to focus on during the next observation?

Peer Evaluator's Signature _____ Date _____

Instructor's Signature _____ Date _____

SELF EVALUATION CHECKLIST

Review the questions in each section reflecting as objectively as possible. Average the scores for each section. Then formulate an action plan for each section based on your average score and individual responses.

Reflecting on Professional Vitality re: Teaching/Learning

1) Teaching Innovation - What About Developing/Implementing Something New?

	To a Great Extent		To Some Extent		Not at All
a) I frequently introduce new teaching/learning techniques	1	2	3	4	5
b) I find ways to help students answer their own questions	1	2	3	4	5
c) I try to find ways to revitalize tried but tired methods	1	2	3	4	5
I learn from them	1	2	3	4	5
d) All levels of students are engaged in the course(s) I teach	1	2	3	4	5
e) I try to strive ahead and not stagnate	1	2	3	4	5
f) I am willing to present controversial ideas to my students	1	2	3	4	5
g) I am willing to attempt untried teaching techniques	1	2	3	4	5

Avg. = Total/8

Highest Item _____

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2) Growth - Examine Your Relationship With a Mentor & Determine Your Plan For Professional Growth

a) I have a mentor relationship	1	2	3	4	5
b) If yes, is it helpful?	1	2	3	4	5
c) I am interested in developing a mentor relationship	1	2	3	4	5
d) I keep up with professional reading and/or conferences	1	2	3	4	5
e) I have a plan or set of objectives for professional growth	1	2	3	4	5
f) I take responsibility for my own professional growth	1	2	3	4	5
g) I follow the work of the leaders in my field	1	2	3	4	5

Avg. = Total/7
Highest Item _____

3) Objectives - Achieving Teaching/Learning Objectives

a) I am enthusiastic about the subject(s) I teach.	1	2	3	4	5
b) I have specific teaching/learning objectives	1	2	3	4	5
c) I make effective and efficient use of time	1	2	3	4	5
d) I clearly communicate my objectives to my students	1	2	3	4	5
e) I believe I usually achieve my teaching/learning objectives	1	2	3	4	5
f) I bring enthusiasm to the subject matter	1	2	3	4	5

Avg. = Total/6

Highest Item _____

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4) Professional Recognition - Gain Recognition for your Performance

a) I maintain visibility with what I do	1	2	3	4	5
b) I am well recognized within my group of colleagues	1	2	3	4	5
c) My recognition extends beyond my immediate colleagues	1	2	3	4	5
d) I am known outside the College	1	2	3	4	5
e) I am satisfied with the amount of recognition I (have) receive(d)	1	2	3	4	5

Avg. = Total/5

Highest Item _____

5) Faculty Development - Consider Your Relationship With Faculty Development

a) I am aware of the Faculty Development Program resources	1	2	3	4	5
b) I avail myself of the Faculty Development Program resources	1	2	3	4	5
c) I am comfortable being open with Faculty Development personnel	1	2	3	4	5
d) I get the help I need from Faculty Development both as an individual	1	2	3	4	5
and as a department	1	2	3	4	5

Avg. = Total/4

Highest Item _____

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6) Organizational Participation

a) I am recognized by my peers for specific contributions to the school	1	2	3	4	5
b) I often anticipate the correct turn of events	1	2	3	4	5
c) I make constructive contributions to the college	1	2	3	4	5
d) Others ask me for my opinions	1	2	3	4	5

Avg. = Total/4

Highest Item _____

7) Communication

a) My lectures on the course material are clear and to the point	1	2	3	4	5
b) I am asked to make presentations and give talks outside of the classroom	1	2	3	4	5
c) I encourage student-teacher discussion in class (as opposed to more questions for response)	1	2	3	4	5
d) I am regarded as effective in my presentations	1	2	3	4	5
e) The examination questions I give are clear, reasonable and cover important parts of the material	1	2	3	4	5
f) Others recognize the logic of my arguments	1	2	3	4	5
g) I am able to stimulate student interest in the the subject matter	1	2	3	4	5
h) I handle objections and challenges well	1	2	3	4	5
i) I present points of view other than my own	1	2	3	4	5

Avg. = Total/9

Highest Item _____

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8) Professional Relationships - Examine Your Relationships w/Your Colleagues re: Teaching/Learning

a) My colleagues and I are comfortable talking w/each other re: teaching/learning issues 1 2 3 4 5

b) We find it possible to benefit from each other in terms of our own teaching/learning support and critique 1 2 3 4 5

c) I have positive relationships with my colleagues 1 2 3 4 5

d) I am pleased to be a part of this academic community 1 2 3 4 5

e) I am available to provide support/help to my colleagues 1 2 3 4 5

f) I hold an informal position of leadership among my colleagues 1 2 3 4 5

Avg. = Total/6

Highest Item _____

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DRAFT—INSTRUCTOR QUESTIONNAIRE

Instructions: Please respond to the following items. The information you provide may assist you in evaluating student responses to the *Course Evaluation Form*. This information may also be used by the department chair(s) and/or faculty committees to assist them in evaluating this course. Please provide for students (on the board, on an overhead projection, handout, etc.) the goals towards which you are working in this course. This will help students to be more specific in their evaluations.

After you have completed this form, return it to the envelope provided by the Dean's Office. Please leave the classroom during the time in which the students fill-out the course evaluation questionnaire. Please ask a student to collect the evaluation forms and deliver them directly to the Dean's Office for tabulation.

1. Your Name: _____

2. Course Title: _____

3. Total Enrollment: _____ 4. Date: _____

5. ☐ Weekday College ☐ Weekend College ☐ Graduate Program

6. Approximately how many times have you taught this course in this format (i.e., Weekday College, Weekend College, or Graduate Program)? _____

7. Is this course required of majors in your department? ☐ No ☐ Yes

8. Does this course fulfill a General Education liberal arts perspective? ☐ No ☐ Yes

   If so, which:_____

9. Does this course fulfill a General Education graduation skills requirement? ☐ No ☐ Yes

   If so, which:_____

10. Towards what goals were you working in this course? Please list your most important goals here and also provide a list of these goals to your students *before* they complete the course evaluation form. If any of these goals need further explanation, please provide it (both here and to students). For the purposes of this evaluation, please pick no more than five goals.

    1. _____
    2. _____
    3. _____
    4. _____
    5. _____

11. Is there any other information you can provide which may assist others in understanding this course and how it might be evaluated by students (please continue on back)?

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Class Title: _____ Section: _____ Instructor: _____ Date: _____

DRAFT—COURSE EVALUATION QUESTIONNAIRE

Instructions: Please respond to the following items with regard to your experience in this class. *Do not put your name on this form* unless you wish to be identified. The information you provide will be used by this instructor and others (e.g., department chairs and faculty committees) to assess this course. In some cases, course evaluations are part of the information used by the college to make personnel decisions, so it is very important you carefully consider your responses and be as honest as possible.

I. Regarding the Instructor's Teaching in the Course:

A. Course Structure
1. Was the syllabus clear? (Rating Scale: Poor—Fair—Good—Excellent)
2. Were the course objectives clear? (Rating: Poor to Excellent)
3. Were the assessment or evaluation techniques clearly tied to course objectives? (Rating: Poor to Excellent)
4. Did the assignments promote your understanding of the course content? (Rating: Poor to Excellent)
5. Did the assignments promote development of specific skills such as:
   a. writing? (Rating: Poor to Excellent)
   b. critical thinking? (Rating: Poor to Excellent)
   c. quantitative reasoning? (Rating: Poor to Excellent)

B. Interaction with Students
1. Did the instructor provide helpful feedback on course work? (Rating: Poor to Excellent)
2. Did the instructor provide timely feedback on course work? (Rating: Poor to Excellent)
3. Was the instructor available to you for assistance? (Rating: Poor to Excellent)
4. Did the instructor promote respectful interactions in the class? (Rating: Poor to Excellent)

C. Classroom Instruction
1. Did the instructor effectively communicate course content? (Rating: Poor to Excellent)
2. Was the instructor prepared for class? (Rating: Poor to Excellent)
3. Was the class meeting time used appropriately? (Rating: Poor to Excellent)
4. Does the instructor exhibit enthusiasm for the course material? (Rating: Poor to Excellent)

II. Regarding Your Motivation and Participation:

A. Motivation
1. Was this course required for your major? (Response options: Yes or No)
2. Did you take this course to complete a General Education liberal arts perspective? (Response options: Yes or No)
3. What grade do you expect to receive in this course? (Response options: 4.0 to 0.0, including P/N)

B. Participation
1. How many times were you absent from class? (Open ended? or number ranges? 1-10?)
2. How much time did you typically spend each week on course assignments, readings, etc.? (Open ended in hours? 1-10?)
3. How difficult did you find the course reading materials?
   a. Assignments (Rating: Extremely difficult to Easy)
   b. Text(s) (Rating: Extremely difficult to Easy)
   c. Exams or other evaluation instruments (Rating: Extremely difficult to Easy)

III. Overall Evaluation

Your instructor has provided you with a list of the most important goals for this course. For item IIIA, please refer to these goals.

A. For each of the goals specified by the instructor, rate your progress during this academic term. (Rating: Poor to Excellent)
1. Goal 1
2. Goal 2
3. Goal 3...

B. Given your progress in reaching those goals, how would you rank the instructor's teaching in this course? (Rating: Poor to Excellent)

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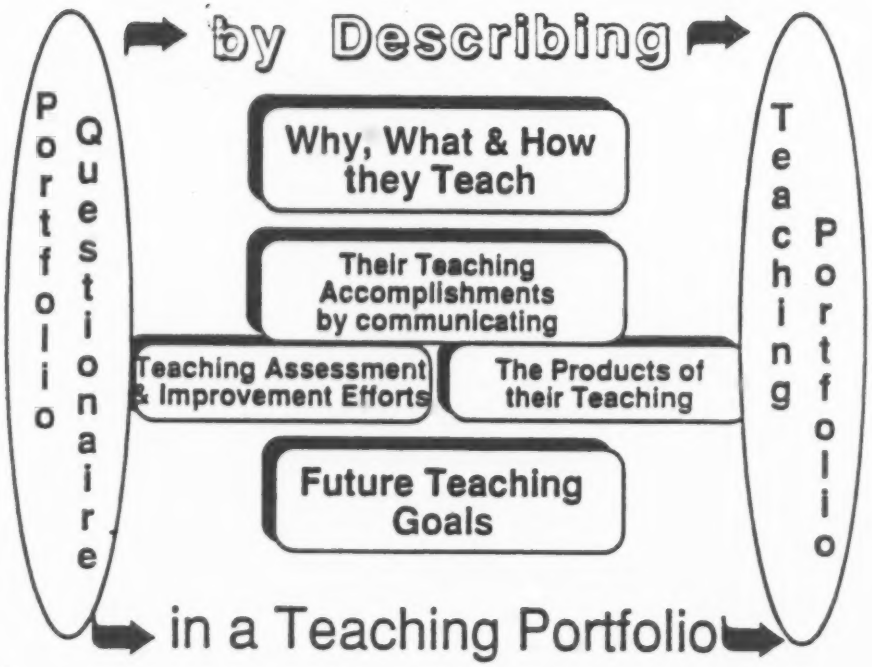
Useful Materials To Help Others

Communicate Their Teaching Accomplishments



Presented
by:

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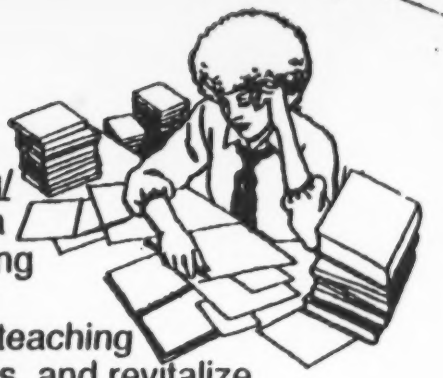
at
National Symposium on Improving Teaching Quality
"Using Teaching Portfolios to Improve and Assess Teaching"
San Antonio, Texas
February 25-27, 1993

The teaching portfolio may actually be secondary to the "process".

A process involving introspection, a focus on the teaching/learning process, and a dialogue about teaching can support teaching improvement, direct teaching enhancement efforts, and revitalize an interest in teaching.



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Describe Why, What, & How

- Teaching Philosophy/ Beliefs/Statement — Characteristics
- Courses/ Syllabi
- Assessment Strategies
- Teaching Materials
- Methods of Feedback
- Teaching Strategies Individual/group
- Application of teaching enhancement activities
- One-on-One/ Help Sessions

Value

Products of Good Teaching

- Graded Papers
- Student Success
- Standardized Tests
- Practicums/ Clinicals
- Assignments
- Laboratory Activities
- Core Plans
- Journals
- Presentations
- Marketing Plans
- Exams
- Performances/ works/products
- Pretests Post-tests

A Mentor is

- Facilitator
- Maintainer of focus
- Non-judgmental
- Provider of constructive feedback
- ~~Editor~~

Characteristics of a Mentor

- Communicator/ Listener
- Questioner
- Informed
- Organized
- Committed

The questionnaire helps faculty and the mentor:

1. identify accomplishments and initiate the process.
2. focus on the why, what, and how of the mentee's teaching; and related accomplishments, goals, and values.
3. identify support materials — information from oneself, others, and products of good teaching.
4. assess the portfolio drafts and maintain focus.

Look for:

- Teaching statement
- Evidence of planning
- Good teacher characteristics
- Instructional and assessment strategies
- Results/application
- Efforts to improve
- Documentation
- Future goals
- Balance

General Guidelines
for preparing a
Teaching Portfolio

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A teaching portfolio is a tool for communicating teaching accomplishments. As a communication tool, one of its major advantages is that there are no specific requirements for preparing one. This gives the teacher the opportunity to mold a document that bests communicates his or her teaching accomplishments. However, based upon their experiences, faculty who have successfully developed strong portfolios, provide the following suggestions for others in the early stages of preparing a portfolio:

1. Clarify your purpose for doing a portfolio (i.e., self-improvement, promotion, tenure, or combination thereof). Take into consideration who will read your portfolio, for what purposes will they read it, and in what mode do they read. A portfolio written for the purpose of self-improvement is read only by you. Where as, a portfolio for promotion, tenure, etc. will be read by others and may require more clarity.
2. Include a description of your teaching philosophy and future goals.
3. Communicate to the reader what you teach, how you teach it, why you teach it in that manner, and the value of those actions to the student and learning. Include information from oneself, others, and your teaching accomplishments (i.e., student work, teaching honors, and peer and student evaluations. Describe how students apply what they have learned in your classes and how this learning is assessed.
4. Establish your strengths that you want to highlight in the portfolio. Focus on your good teacher behaviors, characteristics, and results.
5. Include a descriptive table of contents and appendices as part of your teaching portfolio.
6. The body of the teaching portfolio should be approximately six to eight pages (double spaced) in length.
7. Present your material in a professional manner and arrange it so that the reader can progress through it easily.
8. Consider illustrating large quantities of information graphically (i.e., a summary of student evaluations, teaching improvement over the years, grades, etc.).
9. You may want to include selected examples of items (i.e., student comments, sample exam questions, etc.) found in the appendices in the narrative of the portfolio.
10. Remember, many of the committees, associations, instructional strategies, etc. — which are familiar to you — may need to be described to the reader of your portfolio (i.e., goals or purposes of professional associations, committee charges or duties, interaction techniques, purposes of workshops or conferences, and acronyms.).
11. Appendices for items described in the portfolio should be listed in the body of the narrative.
12. Consider developing your portfolio with a colleague. This will enhance the experience and increase the sharing of ideas.
13. Collect/maintain records or materials that could be used in the appendices to document successful teaching (i.e., student evaluations, products of good teaching, letters, peer evaluations, etc.). Describe your efforts to enhance teaching and how you have integrated what you have learned into your teaching.
14. Remember, the appendices may include nonprint items such as photos of student work or videos of your teaching.
15. Review your completed portfolio to determine its balance between items from yourself, others, and products of good teaching.

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Starting Your Teaching Portfolio — A Questionnaire

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Based upon private communication between Peter Seldin and Ray Shackelford

Directions: The primary purposes of developing a teaching portfolio are to enhance teaching and document teaching accomplishments. The purpose of this questionnaire is to help you get started on the narrative section of your teaching portfolio. Please answer each question and, where appropriate, provide several descriptive examples. As you respond to many of the questions ask yourself: (1) Why do I do this? and (2) What is the value of these actions to the teaching/learning process (value to students)?

Your Name: _____ Date: _____

Department/College/University: _____

Discussion Questions:

1. **Why** are you interested in preparing a teaching portfolio? (tenure, promotion, teaching enhancement, etc.) Who will read your portfolio? (only you or a committee)
2. What are your teaching responsibilities? (**What** do you teach and **why**?)
3. **How** do you teach? (**How** would you describe your teaching style? **What** teaching strategies or methods do you use? **Why** do you use these strategies? What is the **value** of these strategies to student learning?)
4. Please describe major projects, assignments, or other activities used to support or help students learn. (**Why** did you select these experiences and **how** do they support or reinforce learning?)
5. **How** would students describe you to others? **What** would you like them to say? Why is what they say important to you?
6. Please give specific examples of **how** you evaluate or assess student learning and **why**.
7. **How** do you maintain a current knowledge base in your discipline and **how** do you modify your courses to reflect these changes?
8. Describe your activities to enhance teaching effectiveness?
   a. Workshops, conferences, presentations, readings, etc. related to teaching. (For each example describe **how** it impacted your teaching — **what** changes did you make in your teaching based on the activity.)
   b. Assessment of your teaching — e.g., student and/or peer evaluations. (Describe information collected and **how** the information influenced your teaching.)
9. In the preparation of a teaching portfolio which accomplishments or areas of the teaching/learning process would you expect to document and/or examine? (examples of your strengths, good teacher characteristics, and/or weaknesses)
10. Teaching portfolios typically contain evidence from three broad areas: information from yourself; information from others; and products of student learning (products of good teaching). In your portfolio, what would you include from these areas to document your teaching accomplishments? Which of these items do you have and which items will you need to develop or acquire?
    (**Example:** Most portfolios start with a description of the teacher's teaching philosophy or a teaching statement.)

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Potential Materials for Documenting Teaching Accomplishements in a Teaching Portfolio

Ray Shackelford, © 1993
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Based upon private communication between Peter Seldin and Ray Shackelford

The following is a list of materials others have included in a teaching portfolio to describe teaching accomplishments. These materials commonly fall into three categories:

1. ***Products of good teaching*** (i.e., student work, evidence of student learning, or ability of students to apply and/or evaluate what they have learned),
2. ***Materials from oneself*** (i.e., syllabi, statment of teaching philoshphy or beliefs, teaching materials, methods of student assessment, steps to improve teaching, etc.), and
3. ***Information from others*** (i.e. student evaluations, letters, honors, committee work, etc.).

The list is not meant to be all-inclusive nor should you try to include all of these items in a portfolio. You must be selective and include those items that are most appropriate for communicating your teaching accomplishments to others. As you prepare your portfolio try to maintain a balance in your materials by including appropriate examples and documentation from all three categories.

Products of Good Teaching

1. Examples of student written materials (i.e., journals, graded papers, essays, and/or student published works or activities as a direct result of class projects).
2. Information about the effect of your courses on student career choices or employment.
3. Examples of student projects, labs, or performances (i.e., photos, performances, clinicals, videos, core plans, business or marketing plans, presentations, laboratory activities, practicums, computer programs, and/or individual or groups works).
4. Results of student quizzes or exams.
5. The success of your students on standardized tests or in graduate school.
6. Examples of student growth (pre-test – post-test scores, enhance performance, etc.).
7. Results of activities that foster higher level thinking skills, decision making, problem-solving, and/or application and evaluation of material presented in-class.

Materials from Oneself

1. A statement of your teaching philosophy or a reflective statement describing your beliefs.
2. Detailed, representative course syllabi and a description of how the syllabi reflect your course planning and supports the teaching/learning process — value of the syllabi to the course and students.
3. A description of materials you have written about teaching or materials that you have studied concerning teaching strategies or research findings.
4. Samples of your teaching materials and/or strategies (i.e., current publications, videos, texts, transparencies, guest speakers, simulations, handouts, study guides, field trips, computer assisted instruction, assignments, cases, one-on-one or group help sessions, conceptual models, individualized learning packages, interaction techniques, and/or individual or group activities) and a rational for their use.
5. Descriptions that illustrate the what, how, and why of your teaching and the value of those actions to student learning and retention of that learning.
6. List of recent courses taught (title and number), enrollments, grade distributions, and a brief description of the way each course was taught.

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7. Lines of research you are working on directly related to teaching (i.e., creative teaching grants, classroom research, etc.).
8. A description of how you address the needs of your students and individual learning styles.
9. Personal statement describing your future teaching goals (i.e., what, why, how, and when).
10. Videotape of you teaching during a typical class session.
11. A description of how you assess and evaluate student learning and provide feedback to enhance that learning. And, the value of those techniques to the teaching/learning process.
12. Self-evaluations of your teaching (i.e, the use of self-assessment instruments or videos).
13. Description of steps you have taken to evaluate and improve your teaching. This might include workshops, seminars, readings, or peer, student, or self evaluations and potential changes you have made in your teaching resulting from this input. It might also include a description of efforts to implement new ideas or obtain instructional development grants.
14. A description of characteristics or behaviors that make you an effective teacher.
15. Information about direction/supervision of honors, graduate theses, and research group activities.
16. A description of your participation in local, regional, state or national activities relating to your teaching.
17. Contributions you make to, or editing, a professional journal on teaching in your discipline.
18. A reflective log containing comments and observations about particular courses you teach and how effective your teaching was.
19. Copies of lesson plans or lecture notes.

Information from Others

1. Formal and informal evaluations of good teaching behaviors or student reactions to course planning and instruction (i.e., student, peer, consultant, quality control circles, etc.)
2. Invitations you have received from other schools or organizations to teach, consult, or present papers in your field, on teaching, or teaching enhancement activities.
3. Letters describing your effective teaching behaviors or that reflect upon the quality of your teaching (i.e., students, former students, peers, etc.)
4. Statement from your chairperson assessing your teaching contributions to the department.
5. Statements form colleagues who have examined your teaching materials (i.e., course syllabi, reading lists, assignments, tests, etc.).
6. Election or appointment to departmental, college, or university committees on teaching.
7. Identification of awards or honors received for your teaching or teaching related activities.
8. Documentation of your teaching/development activities through a campus office for teaching and learning.

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The Teaching Portfolio

A collection of documents and material which together suggest scope and quality of a professor's teaching performance

Core Items

•Professor's Reflective Statement

•Course Syllabi

•Examinations

•Graded Assignments/Term Paper or Term Project (example)

•Summary of Student Ratings

Reflective Statement

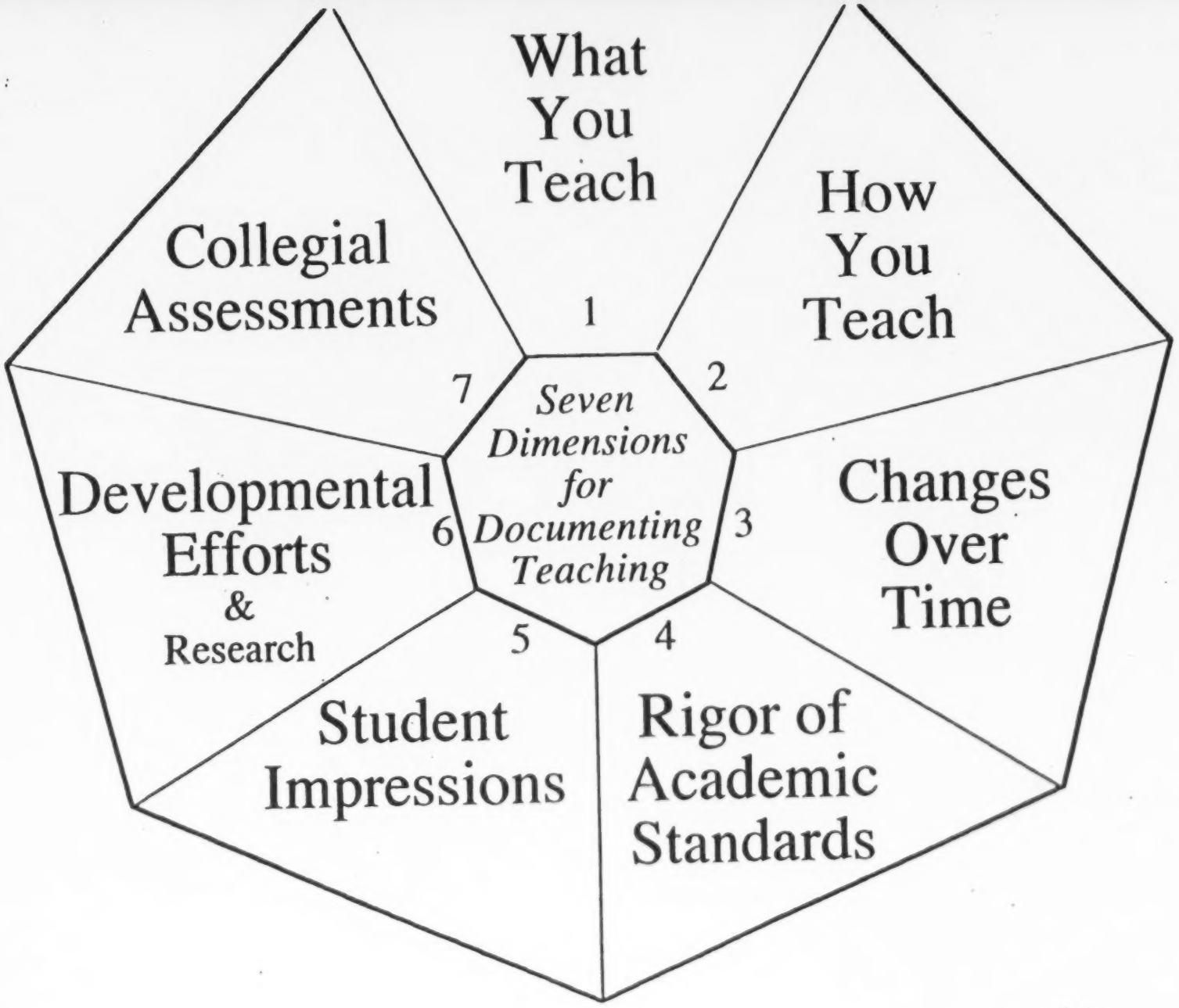
Reflective Statement of Teaching (3-5 pages) to include:

1. Teaching Responsibilities
2. Teaching Philosophies, Strategies and Objectives
3. Efforts to Improve Teaching
   a. Workshops, conferences
   b. Readings
   c. Course development
   d. New course materials
4. Relationship of Teaching/Research
5. Direction of Student Research
6. Course Constraints

Rating Form
Teaching Evaluation

Component	Weight	Rating	Weighted Rating
1. Instructional Delivery	.30		
2. Instructional Design	.30		
3. Content Expertise	.30		
4. Course Management	.10		
		Total	

Ratings based on scale of 0-5 in which 5 = excellent, 4 = very good, 3 = good, 2 = fair, 1 = poor, 0 = very poor.


What You Teach
1
How You Teach
2
Changes Over Time
3
Rigor of Academic Standards
4
Student Impressions
5
Developmental Efforts & Research
6
Collegial Assessments
7
Seven Dimensions for Documenting Teaching

GUIDELINES FOR PREPARATION OF EVALUATION PORTFOLIOS TO CANDIDATES FOR TENURE, PROMOTION, & THIRD YEAR REVIEW

This document was created through many hours of discussion and revision by faculty members who have served on the Tenure, Promotion, and Leaves Committee [TPL] and the teaching/evaluation portfolio project. Although it may appear intimidating at first glance, its purpose is to demystify the TPL review process. These guidelines will help you prepare your evaluation portfolio for review by TPL. Following these guidelines will help TPL make an appropriate decision. It does *not*, of course, guarantee you a positive decision. But it does assist you to present the best possible case for your candidacy.

I. Introduction p. 2

II. Criteria p. 3

III. Format of the Portfolio p. 4

IV. Notes on Documents

A. Professional Profile p. 5

B. Letters of Review p. 6

C. Teaching p. 7

D. Scholarship p. 8

E. Service p. 9

F. Annual Reports and Student Course Evaluations p. 10

II. CRITERIA

The Faculty Handbook specifies the criteria on which your qualifications are to be evaluated (See FH 9.0.1-9.0.2). Those criteria are listed below along with an indication of where each will be addressed in your portfolio. This overview is intended to help you evaluate your portfolio to be sure that you have documented your qualifications for *each of the criteria*. Pay particular attention to the criterion of Teaching Competence. It is both important and often challenging to document well.

Criteria and Supporting Documentation	Portfolio Section
• **Educational Preparation,** *documented by:*	
Employment and Education History	Professional Profile
Reflective Statement: Progress on Terminal Degree (if not completed)	Professional Profile
Letter from Advisor (if terminal degree is not completed)	Letters
• **Teaching Competence,** *documented by:*	
Employment and Education History	Professional Profile
Letters from Peer Reviewers	Letters
List of Courses Taught	Teaching
List of Teaching Improvement Activities	Teaching
Reflective Statement: Teaching	Teaching
Other Materials To Support Teaching Competence	Teaching
Self-evaluation of Courses Taught	Annual Reports
Peer Evaluation of Courses Taught	Annual Reports
Student Course Evaluations	Student Course Evaluations
• **Productive Scholarship and Creative Activities,** *documented by:*	
Letters of Review (portions of some letters should address this)	Letters
List of Scholarly Activities	Scholarship
Reflective Statement: Scholarship	Scholarship
Other Materials to Support Scholarship	Scholarship
• **Employment History** and **Time in Rank,** *documented by:*	
Employment and Education History	Professional Profile
• **Other Contributions of Significance to the Institution,** *documented by:*	
Letters of Review (portions of some letters should address this)	Letters
List of Service Activities	Service
Reflective Statement: Service	Service
Other Materials to Support Service	Service
• **Commitment to the Goals of the College** and **Personal Qualities,** *documented by:*	
Reflective Statement: Commitment to Goals of Augsburg College	Professional Profile
Letters of Review (portions of some letters should address this)	Letters
Reflective Statement: Teaching	Teaching
Reflective Statement: Scholarship	Scholarship
Reflective Statement: Service	Service

IV. NOTES ON DOCUMENTS

In addition to the notes given here, you may want to consult with colleagues, review others' portfolios, and read materials available through Faculty Development. As earlier, page estimates are recommended to encourage concise and focused materials; rambling and redundant files distract from the case being made.

A. Professional Profile

Preface 1 page

You may preface your work in any way that you think best or not at all. Since the order of the portfolio is standard, include a table of contents only if there are many optional materials.

Employment and Education History Use the following format: 1 page

Augsburg Employment: list title, tenure-track status, and FTE (if not 7/7) by year, most recent first [explain any unusual circumstances].

EXAMPLE:

Assistant Professor of English, tenured	1996-97, 1997-98
Assistant Professor of English, tenure-track	1994-95, 1995-96
[Unpaid leave of absence	1993-94]
Assistant Professor of English, tenure-track	1991-92, 1992-93
Assistant Professor of English, tenure-track, 6/7	1990-91
Assistant Professor of English, non tenure-track, 6/7	1989-90
Assistant Professor of English, non tenure-track	1987-88, 1988-89
Visiting Assistant Professor of English	1986-87

Other Teaching Employment: list title, tenure-track status, and % load (if not full time) by year, most recent first.

Other Related Employment: list title and brief description by year, most recent first.

Professional Background and Post-secondary Education: list institution, degree or program, field or discipline, completion date by date. You may include dissertation, thesis or project titles.

Reflective Statement: Progress on Terminal Degree (if not completed) 1 page

Clearly indicate the level of progress you have achieved and anticipated completion dates. If much work is remaining, included a tentative calendar for completion of the work.

Reflective Statement: Commitment to Goals of Augsburg College 1-3 pages

Keep in mind that you will be making reflective statements regarding teaching, scholarship, and service later in the portfolio. AVOID REDUNDANCY. Comment here on your

- contributions to the college and your department;
- understanding of the aims and objectives of the college and an affirmation of your willingness to support them;
- professional goals both at Augsburg and elsewhere;
- assessment of the roles you can or ought to fulfill at Augsburg in the future; and
- any other comments which will contribute to your portfolio.

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C. Teaching

List of Courses Taught Use the following format [with annotations] 1 page

EXAMPLE:

			total number of sections
INS 201	Found. in Women's Studies	interim 93, Spring 94	2
MAT 105	Applied Algebra	spring 94, WEC winter 95, spring 95	4
MAT 131	Math for Liberal Arts	nearly every semester, day and WEC	14
MAT 175	Math of Chance	interim 90 [team-taught with Olson]	1
MAT 314	Abstract Algebra	fall 89-92	4

List of Teaching Improvement Activities 1-3 pages

List major activities you have done to improve your teaching. (Do not include activities which you have chosen to list under service or scholarship, such as talks you gave, workshops you lead, or papers you wrote about teaching.) List each event only once, with relevant date(s).

Some possible categories:

Attendance at professional meetings or workshops on the improvement of teaching:
Specify meeting, organization, level (international, national, regional, local), date(s).
Attendance at Augsburg Faculty Development activities on the improvement of teaching
Specify title of activity, date(s).
Informal but regular activities done with others or alone to improve teaching:
such as faculty discussion groups, reading journals on teaching, etc.
Specify activity, other participants(if any), frequency and duration.

Reflective Statement: Teaching 2-5 pages

Your statement should

- articulate your philosophy of teaching and your style(s) of teaching;
- reflect on your development as a teacher;
- honestly assess your skills and performance as a teacher, both strengths and weaknesses, in the following areas: course development and revision, classroom pedagogy and interaction with students, and evaluation of student learning;
- outline future plans for the continuing improvement of your teaching;
- address areas of special competence or concern including (for tenure only) items raised in third year review letter; and
- include any other statements on your teaching that will contribute to your portfolio (such as teaching awards or honors).

Other Materials to Support Teaching Competence 0-20 pages

Any items included here should be referred to in your reflective statement on teaching and should be provided here only to substantiate claims made there. Examples of potential materials: syllabi; assignments; exams; sample student work (with permission); teaching portfolio entries reflecting on some aspect of course development or classroom practice; etc.

E. Service

List of Service Activities 1 page

Do not include activities which you have chosen to list under teaching or scholarship. List each activity only once, with relevant date(s) Organize your service into the categories: Department, College, and Professional and Community.

Department Contributions

such as: being department chair; directing, coordinating, or developing programs within the department; writing the department newsletter; other departmental administrative duties; etc.

College Contributions

such as: committee work; academic advising; FYE; admissions work; guest lecturing in other faculty's classes; directing, coordinating, or developing programs outside of the department; being a faculty mentor, participating in college events; etc.

Professional and Community Contributions

such as: holding office in a society, community service work, church-related work, etc.

Reflective Statement: Service 1-3 pages

You may want to organize your statement around the categories: department, college, profession, and community. Your statement should

- reflect on your contributions;
- honestly assess your skills and performance in service, both strengths and weaknesses;
- outline future plans for service;
- address areas of special competence or concern including (for tenure only) items raised in third year review letter;
- discuss how your service supports your teaching; and
- include any other statements on your service which will contribute to your portfolio (such as service awards or honors)

Other Materials to Support Service 0-20 pages

Any items included here should be referred to in your reflective statement on service and should be provided here only to substantiate claims made there.

A REALLY BASIC GUIDE TO GETTING STARTED ON A TEACHING PORTFOLIO:
A thesis and three suggestions by Jim Hayes, with a postscript and a fourth suggestion by Frankie Shackleford. October 6, 1993

There is nothing "magic" about a teaching portfolio--and no single answer to the question "what should go into one?" Part of the answer depends on your motivation for assembling a portfolio. Are you primarily trying to improve your own teaching? Or are you trying to document your teaching effectiveness for someone else to evaluate? In the process of developing the first version of my own portfolio, however, I gained some insights that I think may be helpful. By pointing them out here, I hope to minimize the time you spend "re-inventing the wheel."

Thesis: **A Teaching Portfolio encourages you to think and talk about teaching as a series of "opportunities for engagement."**

I used to approach assessment as a "global" once-or-twice-a-term chance to solicit student reactions to my teaching. If student reactions were favorable at mid-term and at the end, I figured I was doing OK. "Do they like me?" was the primary question that I asked as I reviewed student evaluations. When I began working on my teaching portfolio, my perspective became much more "microscopic"--I began to look at <u>every</u> assignment and <u>every</u> class period critically. My focus shifted from "Am I a good teacher?" to "How did I do <u>today</u>?" or <u>Is this particular assignment</u> engaging my students and moving them farther along toward understanding what they need to understand?"

I. **A Teaching Portfolio is essentially a communication tool (to facilitate your thinking and talking about "engagement").**

A colleague once remarked about teaching portfolios that "we ought to think of 'portfolio' as a verb. The real value of a teaching portfolio is in the reflecting and the talking about teaching. The document itself is just a handy by-product of the conversation." Doing a teaching portfolio helps you to "objectify" your teaching experiences--to "pin down" how you are teaching <u>these students, right now</u> so you can talk with others about what you've tried and how to do it better. In theory, you could do a teaching portfolio alone--but you'll miss the stimulation, the insights, and the real satisfaction that come from collaborating with others.

II. **A Teaching Portfolio is a <u>judicious</u> <u>selection</u> of artifacts (focusing on "engagement").**

A teaching portfolio does not have to be an exhaustive (or exhausting!) survey. The point is <u>not</u> to include "everything I've ever done." Instead, the objective is to assemble a representative sample of various aspects of your teaching. Think of it as a collection of "snapshots" of your teaching rather than as an "A to Z encyclopedia."

A teaching portfolio should include a personal statement of your teaching philosophy, some specific examples of things you've done as a teacher (syllabi, assignments, a description of an in-class exercise, exams, etc.), discussion of how each of those things has worked or not worked, and some reflective commentary on what you would keep, or change, next time.

The entries in your portfolio may be eclectic--you might include copies of the syllabus for one course showing how you've revised the course over

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time, (along with a few paragraphs of commentary on what you changed and why it works/doesn't work better now), a description of a classroom exercise from a second course (along with some commentary on why it works well and how you know that), a group-project assignment from a third course (along with an explanation of how the assignment gets students involved, what they learn from it, and how you measure that learning), etc.

Even if you decide to focus on a single course, beware of the temptation to "bulk up" your portfolio by including copies of every assignment and every exam. Focus individual entries on the specific aspects of the course that seem to be going especially well (what are you doing to make those good things happen that you might be able to adapt or incorporate elsewhere?) Develop other entries that concentrate on aspects that seem to be problematic (what's different about what's not working and how might you go about fixing that?).

III. **A Teaching Portfolio should incorporate your commentary and reflection on the artifacts you decide to include.**

I have found it helpful to think about the artifacts of teaching (the syllabi, exams, assignment sheets, etc.) as just the starting point for a portfolio entry. Forget about the notion of "letting the facts speak for themselves." The "fact" is that syllabi and exams by themselves usually don't say very much. Their strengths--and their flaws--are not automatically "self-evident." Otherwise, you'd have fixed the flaws already and built on the strengths, right? So it is important--both for your own thinking and to help focus the attention of others who read your portfolio--to provide some commentary. I would suggest as a model that each entry in your portfolio ought to: (1) focus on a specific situation, event, or moment when you tried to engage students in learning; (2) document in some way what happened--how it turned out, and how you know that; and (3) include your thoughts about why it did or didn't work and what you plan to keep, or change, "next time."

A Postscript & Fourth Suggestion by Frankie Shackleford:

Jim: I think you really covered the bases nicely and gave me an important "formal" insight--that a global assessment of one's teaching is impossible. Only specific teaching events and the way they interrelate in the context of a course are reasonable objects of reflection. Eventually the "big picture" of your teaching will emerge--just in time for the Dean to spotlight it or wheel it discreetly into storage as the guests assemble for your retirement party. Anyway . . .

IV. **Reflection on teaching should be constant: keep a teaching journal.**

Somewhere in your briefcase or on your desk you need to have a notebook where you can write your snatches of insight, self-criticism and self-praise, and brief notes about specific class periods or other student/teacher interactions. A good habit would be to take 10 minutes at the end of each day to jot down what you feel were successful and unsuccessful classroom experiences. You could also note any ideas you have about improving or following up on those experiences and, occasionally, how they relate to the overall context of the course (or even the major--if we really want to get cosmic!) This journal will be very informal and completely private, but will form the basis for more formal reflection and self-assessment later on.

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